

Course Catalogue

2004–2005



Gettysburg
COLLEGE

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The provisions of this catalogue are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time. This right to change provisions and requirements includes, but is not limited to, the right to reduce or eliminate course offerings in academic fields and to add requirements for graduation.

Gettysburg College

Course Catalogue 2004–2005

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GETTYSBURG, PENNSYLVANIA



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Gettysburg College—Mission Statement

MISSION STATEMENT

Gettysburg College, a national, residential, undergraduate college committed to a liberal education, prepares students to be active leaders and participants in a changing world.

This statement is grounded in the core values of the institution:

- The **worth and dignity of all people** and the limitless value of their intellectual potential;
- The **power of a liberal arts education** to help students develop critical thinking skills, broad vision, effective communications, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective, all necessary to enable students to realize their full potential for responsible citizenship;
- The **enrichment of the traditional liberal arts and sciences** curriculum with the most promising intellectual developments of the age;
- The **free and open marketplace of ideas** and the **exploration of the ethical and spiritual dimensions** of those ideas, both indispensable to helping students learn to determine which have lasting value;
- The **value of a lifelong commitment to service**, and the role of the College in both providing an example of public service for students and fostering a commitment to service among our young people; and
- A belief that a **residential college** is the most effective means of promoting the personal interaction between student and professor, and student and student which develops the community that is the heart of a liberal arts education.

(APPROVED and REVISED by the Faculty Council on October 30, 2002)

(Adopted by Board of Trustees, January 2003)

A HERITAGE OF EXCELLENCE

At Gettysburg College, we are committed to preparing our students for the opportunities of this changing world. Our founding principles embrace a rigorous liberal arts education that fosters a global perspective, a spirit of collaboration, a dedication to public service, and an enriching campus life. We believe that this approach to education instills in Gettysburg College students a life-long desire for learning, a drive for discovery and contribution, and a compassionate respect for others and our world.

Dedicated to Success

The history of Gettysburg College has intersected with events of political, social, and global significance. Chartered in 1832, Gettysburg College was born in an era of dramatic change. The young United States faced political and economic challenges, pioneers pushed into new frontiers, and academic institutions were established that would become today's finest colleges and universities.

In 1863, Union and Confederate soldiers clashed on the fields of Gettysburg, Pennsylvania. Pennsylvania Hall, the first building on campus, served as a temporary hospital for the wounded from both sides. Today, its name appears on the National Register of Historic Places. On November 19, 1863, Gettysburg College students witnessed the legendary address of Abraham Lincoln, which to this day links our country's sixteenth president with the site of the most famous battle of the American Civil War.

Years later, President Dwight D. Eisenhower arrived at Gettysburg, sharing his experience and insights as a national leader. Following his presidency, Eisenhower returned to Gettysburg to write his memoirs in what is now Eisenhower House, the College's admissions office. Visits by Elie Wiesel, General Colin Powell, and leaders from the American Civil Liberties Union, the civil rights movement, and the Peace Corps continue to demonstrate Gettysburg College's dedication to issues of global importance.

Today, Gettysburg College continues to champion independent thinking and public action by providing students with the abilities to reason and communicate, and the incentive to make a difference in our world. A Gettysburg College education blends a rigorous foundation in the sciences, the social sciences, and the humanities with a highly personal atmosphere of challenge and support. The curricular and

co-curricular opportunities are carefully designed to stimulate logical thinking, encourage public service, and instill a global perspective in our students.

At Gettysburg College, more than 2,500 young women and men learn, explore, discover, and create with the challenge and support of 180 full-time faculty members. Approximately 95 percent of the teaching faculty hold the doctorate or the highest earned degree in their field.

As devoted as they are to their chosen fields of study, Gettysburg College faculty are equally dedicated to the success of their students. Small classes averaging eighteen students and a student/faculty ratio of 11:1 foster an open and informal exchange of ideas, a sense of community and collaboration, and endless opportunities for accomplishment.

As part of Gettysburg College's balanced undergraduate program in the liberal arts and sciences, students may choose from thirty-eight majors, pursue interdisciplinary and self-designed majors, or complete one of several cooperative and dual-degree programs. The College also provides a certification in elementary and secondary education, and preparation for professional schools in law, medicine, and the allied health sciences. Study abroad, internship, and student/faculty research opportunities are plentiful and encouraged.

We welcome your interest in Gettysburg College.

GETTYSBURG-AT-A-GLANCE

Type of College: Four-year, co-educational residential college of liberal arts and sciences founded in 1832.

Enrollment: More than 2,500 students (approximately one-half are men and one-half are women), representing 40 states and 35 foreign countries. Approximately 90 percent of the students live on campus in more than forty-three residence halls, including theme halls, apartment complexes, and special interest houses.

Location: Beautiful 200-acre campus with over 60 buildings. The College is adjacent to the Gettysburg National Park. Gettysburg, Pennsylvania, is 36 miles from Harrisburg, 55 miles from Baltimore, 80 miles from Washington, D.C., 117 miles from Philadelphia, and 212 miles from New York City.

Academic Information: Thirty-eight majors, individual majors, double majors, minors, and an extensive area studies program. Student/faculty ratio of 11:1 with an average class size of 18 students. More than 180 full-time faculty with approximately 95 percent of the permanent faculty holding the doctorate or highest earned degree in their fields. One of only 19 chapters of Phi Beta Kappa in Pennsylvania. Honorary or professional societies in 16 academic areas. Academic Honor Code in effect since 1957.

Special Programs: Extensive study abroad programs; internships; Washington Semester (government and politics, economic policy, ethical issues and public affairs, foreign policy, public administration, justice, urban studies, journalism, art and architecture, arts and humanities); United Nations Semester; dual-degree programs in engineering, nursing, optometry, and forestry and environmental studies; cooperative program in marine biology; certification in elementary and secondary education; premedical and prelaw counseling. Cooperative college consortium with Dickinson and Franklin & Marshall Colleges.

Exceptional Facilities: Musselman Library; full network capabilities in all campus buildings and each residence hall room, high-speed access to the Internet, microcomputer laboratories and

workstations; wireless network; state-of-the-art science facilities, including two electron microscopes (transmission and scanning units), a PN-250 Van de Froot HVEC proton accelerator, four spectrometers (Fourier Transform Infrared, NMR, UV-visible, and Nd:YAG laser), greenhouse, planetarium, observatory, and optics and plasma physics laboratories; the Child Study Center; extensive facilities for the fine arts, music, and drama; writing center; comprehensive physical education complex; health center and counseling services; career planning and advising office; College Union Building, student activities center; Center for Public Service.

Student Activities: Student Senate; Student Activities Alliance; FM radio station; yearbook; newspaper; literary magazine; full range of musical groups, including choirs, marching, symphonic, and jazz bands, college/community orchestra, and numerous ensembles; black student union; international student club; theatre groups; special interest groups; more than 130 clubs and community service organizations; more than 1,000 leadership positions.

Athletics: Division III level within the Centennial Conference. Twelve sports for men, twelve sports for women. A wide array of intramural activities to satisfy various interests and levels of skill.

Religious Life: Lutheran related. Programs for students of all faiths coordinated through the College Chapel, including Newman Association and Hillel.

School Colors: Orange and blue.

ADMISSION

Gettsyburg College students come from a wide variety of backgrounds and secondary school programs. The College encourages applications from students of differing ethnic, religious, racial, economic, and geographic backgrounds. ❖ The admission staff encourages applications from students who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation that will enable them to profit from the many opportunities that the College offers.

Campus Information

A wide variety of information about Gettysburg College can be found in the College's various publications.

Prospective students may request College publications by contacting:

Director of Admission
Eisenhower House
Gettysburg College
Gettysburg, PA 17325

717-337-6100; 800-431-0803
(Fax) 717-337-6145
admiss@gettysburg.edu
www.gettysburg.edu

Admission Evaluation

Since the competition for admission is highly competitive, the admission staff gives careful consideration to each application. Its decisions are based on three categories of evidence described below.

Evidence of high academic achievement as indicated by the secondary school record.

The College considers grades in academic courses, quality and distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is highly desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience. It also assumes graduation from an approved secondary school.

Evidence of ability to do high quality college work as indicated by aptitude and achievement test results.
 The SAT I of the College Board or the test results of the American College Testing (ACT) program are required of all candidates.

Evidence of personal qualities.

There is high interest in individuals of character who will contribute in positive ways to the College community. Such contributions should be appropriate to the talents of each student, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities, the College relies on what students say about themselves; the confidential statements from secondary school principals, headmasters, teachers, and guidance counselors; and on personal appraisals by its alumni and friends. Essentially, any evidence of in-depth involvement in secondary school activities and/or participation in community affairs (especially volunteer services) is favorably considered in the admission process.

The Campus Visit

Personal interviews, group sessions, and campus tours are strongly recommended: they give prospective students a personal look at the opportunities and variety offered in the academic and extracurricular program. Gettysburg students give generously of their time and talents to the College and surrounding community, and are pleased to share their experiences with visiting students.

Prospective students are welcome to visit the campus for a tour and/or a group session at any time. Interviews may be scheduled between April 1 of the junior year and March 1 of the senior year. Students considering a major in art or music should make their interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned.

Students can arrange an interview, group session, or campus tour by calling the Office of Admissions at **717-337-6100** or **800-431-0803**.

During the academic year, the admissions office is open from 9:00 to 5:00 on weekdays and from 9:00 to 12:00 on Saturdays; summer hours are between 8:00 and 4:30 weekdays.

Admission Process

Early Decision.

Students for whom Gettysburg College is a first choice are strongly encouraged to apply for Early Decision admission. The application will be considered between November 15 and February 1 of the senior year; a non-refundable fee of \$45 must be sent with the application. Those students accepted under this admission plan are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made between December 1 and February 15. Payment of a nonrefundable advance fee of \$500 is required to validate this offer of acceptance.

Although the Early Decision applicant should take the SAT 1 or the ACT in the junior year, scores from the October/November testing date of the senior year will also be considered. Those students submitting applications for Early Decision who are not offered acceptance at that time will automatically be considered for Regular Decision admission upon receipt of subsequent semester grades and test scores from the senior year.

Regular Decision.

Students applying as Regular Decision candidates to Gettysburg College should submit an application during the fall of their senior year and by February 15; a nonrefundable fee of \$45 must be sent with the application. Most offers of acceptance will be mailed by early April, after the receipt of November, December, or January SAT 1 results and senior year first semester grades. Results for the SAT 1 or ACT taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$500 is required to validate the offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, students have until May 1 to make their decision and pay the advance fee.

All acceptances by Gettysburg College are conditional and based upon students continuing to do satisfactory work in all

subjects, avoiding disciplinary circumstances, and earning a secondary school diploma.

Admission with Advanced Credit and Placement

Students who have taken *advanced placement* courses in secondary school and wish to be considered for advanced credit or placement must take advanced placement tests of The College Board. All entering students who submit a score of four or five on these tests may receive one course credit for each tested area toward the 32-course graduation requirement. Course credit for advanced placement will be lost if a student takes the equivalent course at Gettysburg. Students who have completed advanced-level or honors courses may be considered for advanced placement.

Those high school students who have taken *regular courses at the college level* in regionally accredited junior or four-year colleges may receive credit for these courses if there has been no duplication of high school units and college credits.

Gettysburg College recognizes the quality of the *International Baccalaureate (IB) Diploma* in the admission process. In addition, the College awards one course credit in each subject area for Higher Level examination scores of five or higher. Credit for a Higher Level score of four will be given at the discretion of the department.

For students who plan to complete their graduation requirements in less than four full years, see the section on residence requirements and schedule limitations for information about planning of the academic program.

International Student Admission

The College welcomes applications from international students who can read, write, speak, and understand the English language with considerable proficiency. International applicants should send the completed application form with official secondary school transcripts, and an explanation of grading procedures; the SAT of The College Board or the test results of the American College Testing (ACT) program; the Test of English as a Foreign Language (TOEFL) results; the application essay; and The College Board Certification of the Finances Form. International students applying for financial aid must also file The College Board's International Student Financial Aid Form.

Transfer Student Admission

Gettysburg welcomes applications from students interested in transferring to the College. Transfer students applying for the spring semester should submit their application by December 1, and students applying for the fall semester should apply by April 15; transfers applying after those preferred dates should do so as soon as possible.

Reactivating the application.

Students who have previously applied to Gettysburg College and now wish to reactivate their application should send a letter or e-mail message requesting a reactivation. In order to update and complete the application, send the final secondary school transcript, SAT and/or ACT results, college transcript(s), and the Dean's Recommendation Form.

Applying for the first time.

Transfer students should submit an application for admission, the final secondary school transcript, SAT and/or ACT results, college transcript(s), and the Dean's Transfer Recommendation Form.

Transfer of credits.

Transfer credits are granted provisionally for individual courses passed with a C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg College curriculum. During the first semester, transfer students must review the graduation requirements with their academic advisor or the registrar. Transfers are required to earn all additional credit at Gettysburg College or through a regular College-approved program of off-campus study. In order to complete the transfer of course credits, transfer students are required to complete one year of satisfactory work at Gettysburg College. All transfer students must satisfy the course requirements in their major area of interest.

Admission as a Guest Student

A high school graduate, not a candidate for a degree, may apply for admission as a nonmatriculated student. Normally, such a student may enroll in a maximum of two courses. Permission to take more than two courses must be secured from the Academic Standing Committee.

Taking courses as a guest student requires permission of the instructors of the courses involved, as well as filing an application for guest student status with the admissions office.

A guest student who may later wish to become a candidate for a degree must submit an application under regular admission procedures. Guest students have the same classroom duties and privileges as regular full-time students, but no promise is made in advance that the guest student will be admitted as a candidate for degree.

STATISTICAL SUMMARY

Students in college

2003 Full-Time Enrollment

Fall Semester

	M	W	Total
Senior.....	290	304	594
Junior.....	281	317	598
Sophomore.....	313	346	659
First Year.....	339	363	702
	1,223	1,330	2,553

The above enrollment includes 181 students who were studying off campus. In addition, 13 students were enrolled part-time for a degree.

Geographic Distribution Matriculated Students

2003 Fall Semester (Includes all students)

	Number of Students	Percent
Pennsylvania	721	27.8
New Jersey	459	17.8
New York	351	13.5
Maryland	300	11.5
Connecticut	195	7.5
Massachusetts	151	5.8
Virginia	55	2.1
Maine	45	1.7
New Hampshire	42	1.6
29 Other States or Territories	216	8.3
International (32 countries)	62	2.4
	2,597	100.0

STUDENT RETENTION

Of the students who entered Gettysburg College as first-year students in September 1999, 70.1% received their degree within four years; an additional 5.8% of the class were continuing at Gettysburg. Of the students who entered Gettysburg College as first-year students in September 1997, 75% received their degrees within six years. Of the students who entered as first-year students in September 2002, 91.4% returned in September 2003.

COMPREHENSIVE FEE PLAN

Gettsyburg College charges each student, on a semester by semester basis, a comprehensive fee, which covers tuition, board, and room. Not included in this fee are books and supplies, telephone charges, telecommunications fee, some private lessons in music, optional off-campus courses, and optional health insurance coverage.

The comprehensive fee applies to each full-time student. A full-time student is one registering for at least three courses per semester. Part-time matriculating students will be charged \$3,300 per course.

2004–2005 FEES

Academic Fee (Tuition) \$29,990

Board

USA Plan (Unlimited Servo Access). Entitlement includes access throughout the day to the Dining Hall. (Rates for the other meal plans are available from the Office of Financial Services.)

Room Rents

Regular Room	\$3,900
Middle Rate Room	\$4,452
Single or Apartment Room	\$4,874

Special Student Fees

Any student who is not a candidate for a degree will be charged at the rate of \$1,600 per course.

Telecommunications Fee

Students living in College residence halls or fraternities pay an annual \$250 Telecommunications and Technology fee. The fee covers the following services and appropriate support: network and internet access, cable TV, local telephone and voicemail. Non-residential students are assessed an annual \$60 fee for on-campus network and internet access. Limitations of services apply as set forth in the network utilization policy.

Payment of Bills

Checks should be made payable to Gettsyburg College and sent to the Office of Financial Services, Gettsyburg College, Gettsyburg, PA 17325-1483 by the dates outlined.

Credit card payments, through PhoneCharge, Inc. at 1-877-206-5356 (toll free), are accepted as a means of payment of the College tuition and fees. *A fee is charged by PhoneCharge, Inc. for this service.*

The College operates on a two-semester calendar. An itemized statement of charges for

each semester is mailed approximately one month before the payment due date. First semester charges are due on August 2; second semester charges are due on January 3. The College has an optional monthly payment plan, which runs from June 1 to March 1. (*See Payment Plans.*)

Delinquent accounts are subject to a late payment charge at the rate of 1% per month. This late charge will be waived for Student Loan amounts processed by the College prior to due dates for payments.

Students are required to complete payment of their tuition and fees by the stated deadlines to maintain active enrollment status and their ability to register for courses for future semesters. Gettsyburg College policy requires the withholding of all credits, educational services, issuance of transcripts, and certification of academic records from any person whose financial obligations to the College (including delinquent accounts, deferred balances, and liability for damage) are due and/or unpaid. If any overdue obligation is referred either to the College collection department or to an outside agency or attorney for collection efforts and/or legal suit, the debt shall be increased to cover all reasonable costs of collection, including collection agency and attorneys fees and court costs. By registering for any class at the College, each student accepts and agrees to be bound by the foregoing College policy as applied to any preexisting or future obligation to the College.

Reserve/Security Deposit

The advance payment of \$500 made under either the early or regular acceptance plans is credited to a reserve deposit account. While the student is enrolled, this noninterest-bearing account remains inactive. The security deposit is activated after the student graduates or withdraws from school. At that time security deposit funds are transferred to the student's account to satisfy any unpaid bills. Any remaining amounts will be refunded after this process.

Preregistration Fee

The preregistration fee of \$300 is billed in the middle of February and must be paid by March 18 in order for a student to preregister for classes. In addition, the student's account must be in good financial standing in order to preregister for classes. This fee will be applied toward the student's fall semester College bill. No refunds of this fee will be made after the date of spring registration.

Veterans Administration Benefits

Gettysburg College has made the necessary arrangements whereby eligible veterans, dependents, and members of the military may receive monthly payments from the Veterans Administration in accordance with the appropriate laws and regulations. Please contact the Office of the Registrar for more information.

Payment Plans

The College offers an interest-free optional monthly payment plan through Key Education Resources for those who wish to make installment payments over a ten-month period. The first installment is due on June 1. There is a nonrefundable fee of \$60 to enroll in this plan. For details, contact Key Education Resources at 1-800-539-5363 or the Office of Financial Services.

Refund Policy

A student must notify the Registrar's Office in writing that he or she intends to withdraw or request a leave of absence from Gettysburg College. (*See withdrawal and leave of absence policy.*) The date the written notice is received by the Registrar's Office will be the official date of withdrawal or leave of absence.

Financial aid recipients who leave the College during a term will have their Title IV aid recalculated according to the federal refund requirements, which state: "If a recipient of Title IV aid withdraws before completing 60 percent of the payment period (app. 9 weeks), the institution must calculate the amount of Title IV aid the student did not earn. The amount of unearned aid equals the difference between the Title IV aid that was disbursed or could have been disbursed for the payment period and the amount of Title IV aid that was earned. Schools must return the unearned portion of the Title IV funds." (Blue Book, June 1999, 2-44)

Title IV funds include and will be returned in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Federal PLUS Loans, Unsubsidized

Federal Direct Stafford Loans, Subsidized Federal Direct Stafford Loans, Federal Direct PLUS Loans, Federal Perkins Loans, Federal Pell Grants, and Federal Supplemental Educational Opportunity Grants (FSEOG).

Students receiving financial assistance may have a portion of their original award returned to the programs as required by federal regulation and the Gettysburg College refund policy, thus creating a balance due to the College. For this reason, students contemplating withdrawing during a term of enrollment are strongly encouraged to meet with the Financial Services and Financial Aid Office prior to leaving the College.

Refunds for Tuition, Room, and Board

Refunds for tuition, room, and board are calculated as follows: 100 percent, if notice is received by the twelfth day of classes; 80 percent, if notice is received by the third week of classes; 50 percent, if notice is received by the fourth week of classes; 25 percent, if notice is received by the sixth week of classes.

No refund will be calculated after the end of the sixth week of classes. Exceptions to the stated policy may be granted for reasons of health.

Required Withdrawal: A student who is required to withdraw for disciplinary reasons (involuntary withdrawal) will forfeit all fees which he or she has paid.

Dewar Insurance: Optional insurance is available through A.W.G. Dewar, Inc., which supplements the College refund policy for a student who withdraws as a result of a serious illness or accident.

Reduction of financial aid obligations and advances will receive priority in the payment of refunds. Any unused reserve deposit balance will be refunded approximately six weeks after the student's graduation or withdrawal.

College Store

Students may open a College Store account with parental/guardian approval and may charge books, supplies, and miscellaneous items to that account. A student's charge balance may not exceed \$750. College Store charges will be added to the student's tuition account on a monthly basis and will be subject to a late charge if not paid by the due date reflected on the statement. The College Store also accepts cash, checks, MasterCard, Visa, and Discover as methods of payment for purchases made there.

Accident Insurance

Upon payment of the comprehensive fee, each student receives coverage under an accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

Health Insurance

The College requires all students to have adequate health insurance coverage. Student Health Insurance is billed to each student on the fall bill. This coverage is optional for those who already have an existing health plan. The College will waive the charge for those with an existing health plan upon receipt of the proof of health insurance waiver card. The card must be returned by September 15.

Personal Property Insurance

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property. Students are encouraged to provide their own personal property insurance.

Board Policy

First-year students are required to participate in the USA Meal Plan plan. The Meal Plan Placement Chart (*below*) illustrates the meal plan requirements of all students based on residency.

Meal Plan Placement			
Residence Hall	Class Year	Housing Type	Meal Plan Requirement
Hanson	First Year	Residence Hall	20 Meal Plan
Huber	First Year	Residence Hall	20 Meal Plan
Rice, Paul, Stine	First Year	Residence Hall	20 Meal Plan
Patrick	First Year/Upper	Residence Hall	20 Meal Plan
Smysen Hall	Upper	Residence Hall	Any Plan Offered
Colonial Hall	Upper	Residence Hall	Any Plan Offered
Lahn Hall	Upper	Residence Hall	Any Plan Offered
Lamp Post	Upper	Residence Hall	Any Plan Offered
Musselman	Upper	Residence Hall	Any Plan Offered
Paxton	Upper	Residence Hall	Any Plan Offered
Quarry Suites	Upper	Residence Hall	Any Plan Offered
Stevens	Upper	Residence Hall	Any Plan Offered
Majestic	Upper	Residence Hall	Any Plan Offered
339 Carlisle St. (OX)	Upper	Residence Hall	Any Plan Offered
Schmid House	Upper	Small House	Any Plan Offered
Bergenzer House	Upper	Small House	Any Plan Offered
Appleford Inn	Upper	Small House	Any Plan Offered
Appleford Carriage House	Upper	Small House	Any Plan Offered
Carlisle House	Upper	Small House	Any Plan Offered
Corner Cottage	Upper	Small House	Any Plan Offered
129 /131 N. Washington	Upper	Small House	Not Required*
215 N. Washington	Upper	Small House	Not Required*
Hutchinson House	Upper	Small House	Not Required*
Van Horn House	Upper	Small House	Not Required*
Smith House	Upper	Small House	Not Required*
Lau House	Upper	Small House	Not Required*
Tudor	Upper	Small House	Not Required*
Women's Center	Upper	Small House	Not Required*
Apple	Upper	Apartment Complex	Not Required*
College Apts	Upper	Apartment Complex	Not Required*
Constitution Apt	Upper	Apartment Complex	Not Required*
Albaugh House	Upper	Apartment Complex	Not Required*
Eagles Apartments	Upper	Apartment Complex	Not Required*
Ice House	Upper	Apartment Complex	Not Required*

*Meal Plan not required but available to all students. These students may elect to deposit Dining Dollars only, in any amount they choose.

At most colleges and universities, the fees paid by a student or a student's parents for tuition and room and board cover only a portion of the total cost of the student's education. At private institutions, the remainder comes from endowment income and gifts from various sources, such as alumni, businesses, foundations, and religious institutions.

The student and his or her parents are viewed as being the primary resource when it comes to funding a college education. Since an education is an investment which should yield lifelong dividends, a student should be prepared to contribute to it from his or her own earnings, both before entering and while in college.

Gettysburg College has a financial aid program for worthy and promising students who are unable to finance their education from personal and/or family resources. Access to such aid is considered a privilege, not a right. The qualifications for assistance, in addition to need, are academic ability, academic achievement, and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

For prospective students to receive full consideration for need-based financial assistance, they must complete the U.S. Department of Education's Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's Financial Aid PROFILE. Students currently enrolled at the College need to submit only the FAFSA, not the PROFILE. The College's federal school code for the FAFSA is 003268 and the CSS code number for the PROFILE is 2275. There is no fee for filing the FAFSA, but there is a processing fee for the PROFILE.

Prospective students seeking consideration for need-based financial assistance should submit the completed FAFSA and PROFILE as soon as possible after January 1 and no later than February 15. Both forms should be completed in their entirety (make sure to include Gettysburg College's code as listed above on each form) and mailed to the appropriate locations (as indicated on the preaddressed envelopes provided with the forms) or submitted via the Internet. The FAFSA may be accessed at www.fafsa.ed.gov and the PROFILE at www.collegeboard.com. Students currently enrolled at the College should submit their completed FAFSA no later than April 15.

Additionally, all students applying for need-based financial assistance are required to submit a Gettysburg College Verification Worksheet and signed copies of the U.S. Individual Income Tax Return for themselves and their parents directly to the Office of Financial Aid. The verification worksheet and tax returns should be submitted as soon as they are completed and no later than April 15 for students currently enrolled and May 1 for prospective students.

Merit-Based Scholarships

In addition to need-based financial assistance, Gettysburg College believes that intelligent, highly motivated and high-achieving secondary school students should be recognized for their accomplishments. With this in mind, the Presidential and Dean's Scholar Programs were established to reward prospective students for academic excellence, with no consideration of financial need.

The Presidential Scholarship is valued at \$50,000 (\$6,250 per semester for up to eight semesters). The Dean's Scholarship is valued at \$30,000 (\$3,750 per semester for up to eight semesters). In order to have these scholarships renewed, students must maintain certain GPA requirements and remain a full-time student. A separate application is not required. Eligible applicants will be selected and notified as part of the admissions process. The selection process for merit scholarships is competitive.

In an effort to encourage high school musicians of the highest caliber to attend the College, the Department of Music created the Parker B. Wagnild Talent Scholarship. Five scholarships will be awarded annually, valued at \$20,000 each (\$2,500 per semester for up to eight semesters) to deserving instrumentalists and vocalists. The scholarships are available to music majors and non-majors alike and require an audition.

Gettysburg College reserves the right to adjust scholarship amounts periodically. In such cases, the scholarship amount awarded to those students already in attendance at Gettysburg College will not change. The amount awarded to

students at the time of admission remains the same for eight semesters, given they have fulfilled all the requirements of the scholarship.

Need-Based Financial Aid

Need-based financial aid is awarded in the form of grants, loans, and work-study and is provided on a yearly basis. Factors affecting award renewals are continued financial need as determined by the FAFSA, academic achievement, and contributions as a campus citizen. A student may be offered any combination of the various types of financial aid. Following is a brief description of the most commonly awarded types of assistance. A more detailed description and the policies governing the types of financial assistance will be available to students with their Financial Aid Award Notification in the spring/summer.

Grants

Gettysburg College Grant: Awarded to students who, in addition to financial need, show evidence of good academic ability and academic achievement. These grants are renewable as long as the recipient continues to demonstrate need and maintains a sound academic record. The grant need not be repaid, but the College hopes that recipients will recognize they have incurred an obligation and therefore subsequently contribute as they can to help ensure that the benefits they enjoyed are available to others.

Federal Pell Grant: A grant program funded by the federal government that is designed to assist students from low-income families. The amount of the award varies based on a family's calculated contribution per the FAFSA.

Federal Supplemental Educational Opportunity Grant: A grant program funded by the federal government and administered by the College. The program is designed to assist students from low-income families, with first consideration given to those students who also receive a Federal Pell Grant.

Pennsylvania State Grant: An award given to students who are residents of Pennsylvania. Award amounts are determined based on financial need and available funding levels.

Other states also have grant/scholarship programs. Check with your state agency as to the availability of such funds and requirements. States that have most recently made grant

awards to students attending Gettysburg College are Connecticut, Delaware, Maine, Massachusetts, Ohio, Rhode Island, Vermont, West Virginia, and the District of Columbia.

Students are notified of their state's grant requirements by the appropriate state agency. However, as a general rule, such awards require each recipient to carry a minimum course load of twelve (12) credits per semester in order to maintain continued eligibility.

Loans

Gettysburg College Loans: The College offers a number of institutional loan programs. The programs differ in the amount available to award and the terms, such as eligibility requirements, interest rates, and grace periods.

Federal Perkins Loan: A loan program funded by the federal government and administered by the College. The program is designed to assist students from low-income families, with first consideration given to those students who also receive a Federal Pell Grant. The interest rate is fixed at 5%.

The Federal Stafford Loan (Subsidized and Unsubsidized): The Federal Stafford Loan is a government-sponsored low-interest loan available to students through a private lender, such as a bank, savings and loan, or credit union. The interest rate is an annual variable rate with a new rate effective each July 1, not to exceed 8.25%. The rate until July 1, 2004, is 2.82%.

A student must show financial need to be offered a subsidized Stafford Loan. An unsubsidized Stafford Loan is available to all students, regardless of financial need. The federal government pays the interest accruing on a subsidized loan while the student is enrolled at least half-time. Those utilizing an unsubsidized loan will be required to pay the interest, as the federal government does not.

First-year students may borrow \$2,625; that increases to \$3,500 during the second year, and for the third, fourth and, if needed, fifth years, students may borrow up to \$5,500 per year. The maximum borrowing for undergraduate study is \$23,000.

Federal Parent Loan for Undergraduate Study (PLUS): Parents of dependent undergraduate students may borrow through the PLUS program to help finance educational costs. The maximum amount parents may borrow per year

is limited to the cost of education minus other financial aid that the student has received. The interest rate is an annual variable rate with a new rate effective each July 1, not to exceed 9.0%. The interest rate until July 1, 2004, is 4.22%.

In addition to the loans described above, various banks offer what are known as alternative loans. In most cases these loans have a higher interest rate than other educational loans guaranteed by the federal government and offered by Gettysburg College.

Work-Study

Federal Work-Study: An employment program funded by the federal government and the College. Eligible students may work on and off campus (in community service type positions), and receive a bi-weekly paycheck for the hours worked.

Satisfactory Academic Progress for Renewal of Financial Aid

Students are expected to maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. In order to graduate, a student must complete at least 32 course units and have a minimum accumulative GPA of 2.0. For a more detailed description of the graduation requirements, refer to the Academic Policies and Programs section of the catalogue.

The Academic Standing Committee will notify students who are not maintaining satisfactory academic progress. Students may be warned, placed on academic probation, suspended, or even dismissed. The committee interprets and applies standards on a case-by-case basis at the end of each semester.

In addition to the Academic Standing Committee reviewing students' academic progress, the Office of Financial Aid is also required to monitor students' academic progress as it relates to the renewal of financial assistance. To remain eligible for most types of financial aid, particularly federal and state assistance, students must meet minimum academic requirements at the conclusion of each academic year. These standards are slightly different from those established for class advancement and graduation.

The Gettysburg College academic year is 30 weeks in length of instructional time. In addition to being enrolled for all of those weeks, a student receiving financial aid must meet the following minimum standards at the conclusion of each academic year:

First-year students: 1.50 GPA and 6 courses completed

Second-year students: 1.80 GPA and 13 courses completed

Third-year students: 1.90 GPA and 20 courses completed

Fourth-year students: 2.00 GPA and 26 courses completed

Fifth-year students: 2.00 GPA and 32 courses completed

The Office of Financial Aid will notify students who do not meet the minimum standards. Students may be placed on financial aid probation or lose their eligibility to receive certain types of assistance.

The comprehensive policy on satisfactory academic progress for students receiving financial assistance is readily available to all students through the Office of Financial Aid.

Financial Aid for Off-Campus Study

Financial aid is available for programs of off-campus study (both domestic and study abroad), which are approved by the Academic Standing Committee. College grant and loan funds will normally be awarded for a maximum of two semesters of off-campus study through College-affiliated programs only.

International students may have College-funded financial aid applied to off-campus study programs on a case-by-case basis. A written application must be submitted to the College's president, explaining the program's relevance to the individual's academic program as a whole.

Financial Aid for Dual-Degree Programs

For all dual-degree programs, once Gettysburg students apply for and are accepted to an affiliated university, they become students of that university. Students who qualify for financial aid at Gettysburg College are not guaranteed a similar financial aid package at our affiliated universities. Financial aid at the affiliated universities must be applied for directly through that university.

Gettsyburg College offers a wide variety of services to assist students inside and outside the classroom. Faculty, deans, and staff members are readily available to talk with individuals or groups. Their goal is to help students make the best use of the College's resources and opportunities.

RESIDENCE LIFE

Residence Life at Gettsyburg College is a major influence on the total development of the student. The residential environment (persons, policies, and facilities) promotes the formation of a community and encourages a style of life that is conducive to the development of respect for both the individual and the society in which one lives. During a student's experience at Gettsyburg College, decisions are made concerning personal values, occupational choices, one's identity, personal responsibility, and a philosophy of life. The residential program provides opportunities for examining these areas of development.

Recognizing the influence of the environment on development, Gettsyburg College requires all students (unless married or residing with their families) to live on campus. Exemptions from this requirement are granted only by the director of Residence Life.

Area coordinators of Residence Life are professional, live-in staff members who directly select and supervise the student staff of residence coordinators and resident assistants. Student staff members participate in an ongoing training program, which enables them to help other students adjust to the college environment. The residence hall staff provide a variety of educational and social programs that enhance the educational and social development of all residence hall students. Residence hall governments exist to provide residents with the opportunity to work with members of the administration in shaping policies that apply to all College residences and establish an environment that supports student needs.

Gettsyburg College offers a variety of options in living environments. Upperclass students may choose to live in one of twelve residence halls, varying in occupancy from 35 students to 219 students. There are coeducational and a small number of single sex options.

Another living opportunity exists in the area of Theme Housing. This option is for students who wish to live together in a group of 4 to 20 residents and work on a project of mutual interest throughout the academic year.

Also included as an optional living environment is the opportunity for sophomore, junior, and senior men to live in a fraternity house on or near the campus.

Student cumulative grade point averages are considered as part of the upperclass lottery system utilized to obtain housing during the spring semester for the following academic year.

Most of the student rooms are double occupancy; however, a few single rooms are available and some rooms are large enough for three or four people. *(There is some cost difference between regular and apartment-style housing.)* Each student is provided with a bed and mattress, a dresser, and a desk and chair. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Card-operated washers and dryers are available on the campus for student use. Each student room in residence halls is equipped with network access, a telephone, and cable TV service. Microfridge combination microwave refrigerators are available for rent from Campus Vending Services. Because of its particular energy efficiency, this is the only microwave or refrigerator permitted in the regular residence halls.

INTERCULTURAL ADVANCEMENT

The Office of Intercultural Advancement, located in the Intercultural Resource Center, is committed to supporting and promoting the value of a diverse and culturally enlightened community based on mutual respect and understanding. The staff is dedicated to raising awareness and committed to celebrating cultural pluralism and diversity.

The office provides a warm affirming atmosphere for people of diverse cultural backgrounds. Focusing on the needs and concerns of students of color (African American, Latino, Asian American, and American Indian), the staff provides academic and personal enrichment services for students by offering educational and cultural programs, activities, workshops, and events that inspire and inform students. The office also sponsors and cosponsors programs, lectures, and events on campus and beyond, which enrich our understanding and appreciation of cultures and peoples.

Located in the Center are a library/conference room, study area, lounge, and small computer lab. In the Center, we celebrate and value the rich mosaic of different cultures, which continue to contribute to the advancement of world civilization. All are welcome to share in this supportive, intercultural environment.

OFFICE OF INTERNATIONAL STUDENT PROGRAMS

The Office of International Student Programs provides services to and advises international students during their study at Gettysburg College as well as during their Optional Practical Training. An advisor in this office is available to help students with matters pertaining to their student visa status as well as any issues that arise during their time at Gettysburg. International Student Programs conducts a new international student orientation every year prior to the college orientation program.

Students may want to contact the international student advisor with questions such as how to maintain status or travel in the United States, as well as practical information such as how to file taxes. The Office of International Student Programs offers opportunities for students throughout the year to meet with other international students, faculty, and administrators as well as American students on campus and maintains a close relationship with Gettysburg College's active International Club.

DINING ACCOMMODATIONS

There are a variety of dining options for every student. Students can select from: 20 meals per week, 14 meals per week, a block of 150 meals per semester and a declining balance of \$150, a block of 75 meals per semester and \$550 declining balance dollars per semester, or a block of 75 meals per semester and \$75 declining dollars. Declining dollars are non-refundable and must be used within the semester that they were purchased. Cooking is not allowed in residence hall rooms, and students are urged to select a meal plan that enables them to eat a majority of their meals in the Dining Hall.

Dining Hall Hours of Operation

Breakfast 7:15 a.m.–10:15 a.m.; Continental Breakfast, 10:15 a.m.–11:00 a.m.; Lunch, 11:15 a.m.–2:00 p.m.; Dinner, 4:30 p.m.–7:15 p.m.

The College Union Building, which houses Café 101—the College snack bar—is open daily from 7:00 a.m.–12:00 midnight. Ike's Italian Eatery, also located in the CUB, is open for take-out for lunch and dinner.

Requirements

All first-year students are required to enroll in the 20-meal plan for their first year. Transfer students may choose from any plan. Students who have special dietary needs associated with a medical condition are urged to contact Dining Services for assistance. Initiated members of fraternities living in nonapartment-style residence halls are required to enroll in at least the minimum dining plan each semester. (*See page 9 for other meal plan information.*)

HEALTH CENTER

The Gettysburg College Health Center is dedicated to the delivery of personalized primary health care. The health center contains both health and counseling services in order to maintain both physical and emotional well-being.

The health center maintains a strict policy of confidentiality. Only with the patient's consent can any health record or health-related information be shared outside of the health center. The contents of the health/counseling record are not incorporated into the official college record.

Gettysburg College has an HIV/AIDS policy, the purpose of which is to support the confidential needs of individuals with HIV/AIDS, as well as maintain the safety of the campus community.

Health Services

The student health services component of the health center offers a variety of illness, wellness, and health educational services for students. The professional staff includes nurse practitioners, family physicians, registered nurses, medical assistants, and an administrative assistant. All of these individuals specialize in college health-related issues.

A limited number of in-house laboratory evaluations can be performed during a health visit. Any additional lab work, immunizations, x-rays, medications, ER visits, or physician referrals are the financial responsibility of the student. All students are required to have health insurance coverage. (*Further information regarding insurance may be obtained from the Office of Human Resources.*)

Health history and physical examination forms are required for each new student prior to registration. All students must have the following immunizations: 1) Tetanus immunization within 10 years; 2) Tuberculin (Mantoux) skin test within one year; 3) Measles, Mumps, and Rubella (MMR) at age 12–15 months or later and the second dose at age 4–6 years or documented immune titre; 4) Hepatitis B immunization (series of three injections); 5) Polio, completed primary series and date of last booster; 6) documentation of Varicella disease, immune titre, or receipt of vaccine is required; 7) meningitis vaccine.

All patients are seen in the health service by appointment only. Walk-in services are for minor emergencies. For after-hours health care emergencies, students may go directly to the Gettysburg Hospital Emergency Department, located one mile from campus. The health service has an on-call arrangement with the College Physicians for non-emergency medical advice/treatment after the health service has closed during the week and on weekends. Health services are open Monday–Friday, 8:30 a.m.–6:00 p.m.

Counseling Services

The Counseling Service's professional staff, which includes four counseling professionals and a consulting psychiatrist, works with individual students in a confidential relationship, exploring personal issues and possible resolutions. Some areas of concern that students talk to counselors about are: feelings of anxiety and/or depression, relationship issues, drug and alcohol related issues, self-esteem issues, problems with family, friends, or roommates, goals and plans, values, performance pressures, sexuality concerns, difficulties at home, and how to reach their full potential. While much of counseling involves specific problem solving experiences, the focus is often simply helping a student to better understand himself or herself.

The College, through Counseling Services, provides the campus community with a program of alcohol and drug education that includes prevention programming, help for problem users, various support groups, and awareness presentations. Campus health education is also provided by student peer educators through CHEERS (Communicating for a Healthy Environment by Educating Responsible

Students). The drug education coordinator is available to the campus community to develop and maintain appropriate educational programs and to counsel with individuals.

Counseling Services also offers a number of topic-oriented group experiences, which are designed to help students with adjustment issues and to assist them when they move beyond Gettysburg College.

Counseling Service activities are free, confidential, and available to all Gettysburg College students. It is the desire of counseling staff members that their services complement the College academic program.

CENTER FOR CAREER DEVELOPMENT

The Center for Career Development at Gettysburg College helps students and alumni make informed career decisions and assists them with turning those decisions into actions.

Students are encouraged to take advantage of the Center for Career Development's resources and services throughout their time at Gettysburg College. First-year students and sophomores may seek assistance in considering and selecting majors or internships or learning about summer employment opportunities. Self-assessment exercises and activities are available and can be discussed with the career counselors on staff. Sophomores and juniors who are considering career options or career-enhancing extracurricular activities can learn more by speaking with the career counselors and utilizing the extensive career exploration library, internships resources, and computer resources. Juniors and seniors often utilize the Center when considering graduate school options. Up-to-date resources on graduate school opportunities, testing requirements, and application procedures can be found in the Center for Career Development. Juniors and seniors also seek assistance from the Center when they are making decisions about career direction and developing job search plans. Career counselors are available to assist students with writing resumes and cover letters, preparing for job interviews, developing networking skills, connecting with alumni, targeting companies for employment, evaluating job offers, and other aspects of the career planning and job search process. Alumni are also able to access services at any stage of

their careers, whether they are new graduates seeking their first positions, or seasoned professionals planning a career change.

Special programs and services of the Center for Career Development include job and graduate school fairs, workshops, an extensive on-campus recruiting program, an active off-campus resume referral network, special interest sessions on career choices and topics, transition issues, graduate school choices, and more. Specially trained student career-outreach assistants offer programs and outreach efforts to clubs, organizations, residence hall groups, and others.

The Center for Career Development also maintains an excellent web site with information and links to a variety of career-related issues for all users at any stage in their career planning.

DEPARTMENT OF SAFETY AND SECURITY

The Department of Safety and Security is responsible for law enforcement, security, and emergency response on the campus. The Department of Safety and Security is guided by the strategic principles of service, protection, enforcement, continuous quality improvement, constancy of purpose, and community service-oriented patrolling (CSOP).

The department is under the leadership of the director, who reports to the vice president for college life and dean of students. The department's associate director, who reports to the director, is responsible for coordinating the daily safety and security operations and activities of the department. The department is open and staffed 24 hours a day by seven community service officers and two shift leaders/supervisors who patrol the campus and four communications officers who staff the communications center. The department's operations are additionally supported by a lieutenant or operations supervisor responsible for managing the daily patrol operations and campus special events; a special services coordinator responsible for in-service training, crime prevention services, CSOP compliance, field training, and both internal and external community investigations; a life and fire safety coordinator responsible for coordinating the institution's life and fire safety program/

initiatives; and an administrative assistant. The department also has a large contingent of approximately 20 part-time security officers who supplement patrol and communications center operations and work campus special events and details performing crowd and vehicular control activities as well as other pertinent security-related operations.

To be successful in providing the highest degree of safety and security on the campus, it is important that community members follow good safety practices and understand that safety is the responsibility of all community members, not just those officially and formally charged with enforcing the laws, policies, and rules. This includes using the escort service, locking your valuables, and reporting suspicious/criminal activities.

The Department of Safety and Security takes a leadership role in this area. This includes educational programs on campus safety, preventative patrols, incident investigation and reporting, fire safety and prevention, crime prevention, and community service-oriented patrolling. CSOP is the department's philosophical and organizational strategy in the implementation and provision of campus safety and security services, which focuses on the following core principles:

- Establishing positive and professional community relationships;
- Reducing campus crime and the fear of crime;
- Developing and employing collaborative problem-solving strategies;
- Enhancing the quality of life at Gettysburg College;
- Employing total quality management (TQM), shared leadership, and an organizational learning philosophy within the Department of Safety and Security; and
- Striving for continuous quality improvement of work processes for the benefit of the department's staff and the community members they serve.

CSOP also focuses on the fact that safety and security issues are everyone's concern and the best way to solve community problems is to interdependently work with the community in reaching collaborative resolutions.

Safety and Security Officers receive training in security, law enforcement, and emergency care. Officers are required to be Pennsylvania certified emergency responders and to be certified in various self-defense techniques. The Department of Safety and Security is located at 51 West Stevens Street.

Federal legislation requires institutions of higher education to inform current campus community members and prospective members about the most recent crime/incident statistics, crime prevention and security programs and

activities, policies concerning the reporting of crime, and related information in accordance with the Disclosure of Campus Security Policy and Campus Crime Statistics Act, commonly referred to as the Clery Act. This information can be obtained by contacting the Department of Safety and Security, Gettysburg College, 300 North Washington St., Gettysburg, PA 17325, or by calling (717) 337-6912. Copies can also be obtained by stopping at the safety and security office located at 51 West Stevens Street. This information is also available via the Internet at www.gettysburg.edu/college_life/safety.

An important element of the education at Gettysburg College is the opportunity to exchange ideas and share interests outside the classroom. When students live together in a residential setting, these opportunities are greatly enhanced, not only by daily contacts in living quarters and the dining center, but also by ready access to campus activities. After becoming accustomed to the rigorous demands of their academic schedules, most students decide to become involved in other aspects of campus life. With entertainment, cultural events, and a constant calendar of student activities available on campus, students can soon choose to fill their time to whatever extent they wish.

The College Life Office, an administrative division within the College, has as its central purpose the provision of an environment, programs, and services that enhance the students' education. The diverse interests and needs of Gettysburg College students are reflected in the wide-ranging and continuously evolving selection of activities.

STUDENT CONDUCT

Gettysburg College seeks to establish and maintain an environment that provides for the development of the young adult as a whole person with an emphasis on inquiry, integrity, and mutual respect.

The College expects its students to conduct themselves in all places and at all times in such a manner as to show respect for order, morality, personal honor, and the rights of others as demanded of good citizens. The Gettysburg College community fosters respect for the rights and dignity of all residents, including members of both majority and minority groups. Membership in the Gettysburg College community is a privilege that may be rescinded with cause.

Believing that it is sensible and proper for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College publishes a statement entitled "The Student Judicial System." This document is the result of discussions and conclusions reached by the Student Life Committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. It is published annually in both the electronic and printed versions of the *Student Handbook*.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the student policies and procedures may be obtained by writing to the Vice President for College Life and Dean of Students.

THE HONOR CODE

An academic honor system was instituted at Gettysburg College in 1957 and was strongly reaffirmed in 1976 and 1992. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere required for an honor system to succeed.

The Honor Pledge, reaffirmed on all academic work submitted, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The preservation of the atmosphere of trust and freedom promoted by the Honor Code is the responsibility of the community as a whole. Students must comply with the Honor Code both in presenting their own work and in reporting violations by others. Faculty will not evaluate students' academic work unless they have signed the Pledge. Students who would sign the Pledge with reservation should not apply for admission.

Alleged violations of the Honor Code are handled by an Honor Commission elected by the students.

FIRST-YEAR RESIDENTIAL COLLEGE

The Residential College Program offers students the opportunity to learn and work with other first-year students, faculty, peer tutors, and upperclass student teaching associates on common educational interests and goals, and deliberately fosters connections that support first-year transition and learning. Academic courses are coordinated with housing in the first-year residence halls. The program provides a singular opportunity for students with similar interests to experience an especially powerful first-year educational program.

Small course sections provide an opportunity for conversation and discussion, centered on course themes, for the development of ideas and for lively debate on issues raised, both in and outside the classroom. First-Year Seminars are designed to employ and develop a variety of learning skills. Although some are interdisciplinary, most are likely to provide a window on the approaches and methods of a particular discipline. Introduction to College Writing courses develop the students' abilities to express themselves in clear, accurate, and thoughtful English prose.

Extending the classroom into residence halls provides a natural channel for combining formal teaching, informal learning, and personal support, and promotes an atmosphere of mutual concern and active exchange of views. Seminar rooms are available in residential halls for seminar and study group meetings. This residential arrangement complements the academic curriculum and promotes an exciting living and learning environment.

Special programming opportunities may include field trips, film series, guests from within and outside the college community, special meals, coffee breaks, library/electronic media workshops, academic advising/career planning tips, and community service projects. Some courses may choose to combine for joint meetings or special events. The Residence Life staff of each hall will provide opportunities for student residents to initiate and develop other social and co-curricular programs.

FIRST-YEAR EXPERIENCE

The First-Year Experience (FYE) is a comprehensive program designed to assist first-year students with making the transition to the College community. The FYE program helps first-year students understand their responsibilities as members of our community and helps them begin to develop the skills and knowledge they will need to be successful at Gettysburg. Specially trained upperclass students serve as mentors to new students, advising them in their residential communities and throughout the activities of the FYE program.

Components of the First-Year Experience include an intensive orientation program held when students arrive on campus in the fall; an extended set of activities regarding ongoing transition and student success issues held throughout the fall semester; and the Residential College Program, First-Year Seminars, special social programs for first-year students, and ongoing contact with first-year faculty advisors.

COLLEGE UNION

The College Union is the community center of the college, serving students, faculty, staff, alumni, and guests. Through a myriad of services and activities, the Office of Student Activities supports many opportunities for students to become involved in planning and participating in student-initiated campus activities and campus traditions, as well as assisting students with the development of interpersonal and leadership skills. They provide support to students and the general campus community in offering a well-balanced program of cultural, educational, recreational, and social activities. The College Union Information center is among the many services provided by the professional and student staff.

The Plank Center is an informal gathering place for students to meet with their student organizations.

The Plank Center is also home to the Plank Fitness Room. Many pieces of cardiovascular and selectorized weight equipment are available to the Gettysburg College community. A full array of free weight dumbbells also complements this area.

*Hours of Operation***COLLEGE UNION**

Monday–Saturday

8:00 a.m.–11:00 p.m.

Sunday

10:00 a.m.–11:00 p.m.

THE JUNCTION

Monday–Saturday

8:00 a.m.–11:00 p.m.

Sunday

10:00 a.m.–11:00 p.m.

PLANK FITNESS ROOM

Monday–Thursday

7:00 a.m.–11:00 p.m.

Friday

7:00 a.m.–9:00 p.m.

Saturday

noon–8:00 p.m.

Sunday

noon–11:00 p.m.

STUDENT GOVERNMENT

Students participate in College governance by serving on various College, class, and faculty committees; as well as in the Student Senate, residence hall associations, and Greek organizations.

Student Senate

The Gettysburg College Student Senate works in cooperation with the trustees, administration, and faculty to bring to the campus community a well organized, democratic form of student government. It represents the student view in formulating policies, while working to promote cooperation among all constituencies of the College.

The Student Senate is composed of four executive officers, twenty class senators, residence hall senators, and many dedicated committee members. The standing committees of the Senate are Academic Policy, Budget Management, Public Relations, Student Concerns, Spirit, Safety and Security, and College Life Advisory. Students can also serve on various faculty and trustee committees.

Student Life Committee

The Student Life Committee is an organization composed of members of the student body, faculty, and College administration. This committee has responsibility for studying

matters and developing policies pertaining to student life and student conduct. Business may be brought to the committee or legislation proposed by any member of the College community. The committee refers major issues to the appropriate student, faculty, and administrative bodies for discussion and debate before resolution. The committee makes recommendations to the College's president, who accepts, rejects, or refers them to the Board of Trustees prior to implementation.

Residence Hall Association

Since life outside the classroom is a vital part of a student's education, the Residence Hall Association has been established to address related issues and concerns of Gettysburg College students. The Residence Hall Association encourages leadership development, greater student involvement, recognition of student leaders, and growth through change in order to optimize the college environment.

The Honor Commission

The Honor Commission is a student organization authorized by the constitution of the Honor Code. The Commission is composed of sixteen students, aided by case investigators, eight faculty advisors, and four advisors from the College administration. Its function is to promote and enforce the Honor Code at Gettysburg College, to secure the cooperation of students and faculty to these ends, and to adjudicate allegations of Honor Code violations.

Interfraternity Council

The Interfraternity Council (IFC) is responsible for governing fraternities at Gettysburg College. It is composed of an executive board, the president, and a representative from each social fraternity. The Council formulates and administers general regulatory policies by which fraternities must abide.

Panhellenic Council

Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, to which each sorority elects a delegate. This council establishes and enforces the Panhellenic recruitment regulations and functions as a policy-making body in matters involving sororities and intersorority relations.

Student Activities and Organizations

The Plank Center serves as the primary location for the offices of many student organizations — i.e., Student Senate, Campus Activities Board, Black Student Union, GECO, Hillel, Circle K, International Club, *Gettysburgian*, *Spectrum*, and WZBT Radio.

PROGRAMS AND ACTIVITIES

The Office of Student Activities supports many opportunities for students to become involved in planning and participating in student-initiated campus activities and campus traditions, as well as assisting students with the development of interpersonal and leadership skills. They provide support to students and the general campus community in offering a well-balanced program of cultural, educational, recreational, and social activities.

Programs

The Campus Activities Board is a group of students whose purpose is to provide exceptional social programming for Gettysburg College. The board promotes an active student voice around social life issues and works in partnership with the Office of Student Activities to help enhance the social life of students. Some of the current groups that make up the Campus Activities Board are Concerts, Coffeehouse, Traditions, LIVE Bands and Dance Parties, and Special Events.

The Common Hour Program: A regularly scheduled time during the academic year when the campus community can come together for information, discussion, and reflection on issues of community importance.

Challenge Course: The Challenge Course—a unique structure of cables, pulleys, and ropes—is used to assist groups with development and cohesion. Course workshops enable groups to gain insight on leadership, followership, communication and trust.

GRAB: The Gettysburg Recreational Adventure Board (GRAB) offers outdoor-based activities to all members of the College community to participate in hiking, backpacking, rock climbing, caving, and kayaking trips. The trips are facilitated by students and are designed for both the novice and the experienced participant.

Leadership Development: Each year, leadership programs, e.g., BASE (Building an Active Student Environment), Sophomore Leadership Series, provide opportunities for student leaders to discuss common issues and to help prepare them to develop a more active role on campus.

Student Organizations

There are approximately 100 student organizations on campus. They provide opportunities for students to pursue their special interests in campus clubs, special-interest organizations, Greek-affiliations, club sports, honorary societies, and professional or departmental affiliated associations. Many of the student organizations are recognized and funded by Student Senate, the student governing board. The Office of Student Activities/College Union registers all student organizations, maintains an updated list of student organizations, and provides general support to them.

Lectures

Robert Fortenbaugh Memorial Lectures: An endowment provided by Clyde E. (Class of 1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History.

Musselman Visiting Scientist: A fund provided by the Musselman Foundation in honor of Dr. John B. Zinn, former chair of the chemistry department, supports an annual three-day visit by a renowned scientist to the chemistry department.

Stuckenberg Lecture: A bequest from Mary G. Stuckenberg in memory of her husband, the Rev. J. H. W. Stuckenberg, enables the College to sponsor a lecture in the area of social ethics.

Bell Lecture: A fund from the estate of the Rev. Peter G. Bell (Class of 1860) established a lectureship on the claims of the gospel ministry on college men. The fund strives “to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand.”

Norman E. Richardson Memorial Lectureship Fund: A fund established to commemorate the outstanding contributions made to the College by Norman E. Richardson, professor of philosophy, from 1945 to 1979, supports each

year an event that stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

Henry M. Scharf Lecture on Current Affairs: A fund provided by Dr. F. William Sunderman (Class of 1919) in memory of Henry M. Scharf, alumnus and member of the College's Board of Trustees from 1969 to 1975, is used to bring a recognized authority or scholar to the campus each year to speak on a subject of timely interest.

Performing Arts

Performing Arts Committee: Each year recognized professional groups and individuals present to the campus performances of dance and drama, as well as vocal and instrumental music.

Choral Program: Includes six ensembles designed to meet the needs of singers with a wide variety of experience and expertise. Large and smaller ensembles include the Gettysburg College Choir, Concert Choir, Camerata, Women's Choir, World Music Ensemble, and Chapel Singers. Any Gettysburg College student may participate in the choral groups, and there are members from nearly every field of study. Academic credit can be earned for membership in the College Choir or Concert Choir.

Band Program: The program includes numerous ensembles for all students with wind and percussion experience. The "Bullet" Marching Band meets for a four-day camp prior to the start of the fall term in preparation for home games, exhibitions, and parades. The Symphony Band and Wind Ensemble perform concerts throughout the year on and off campus. Small chamber ensembles such as Clarinet Choir, Brass Quintet, Flute Ensemble, and Woodwind Quintet are an integral part of the band program. Academic credit can be earned for membership in the band.

Jazz Program: This program includes an 18- to 22-member Jazz Ensemble, combo, and jazz improvisation lab experience. The Jazz Ensemble plays numerous campus concerts that include an annual guest artist in February. A European tour is scheduled every four years. Open by audition to band members.

Orchestra: Performs concerts throughout the academic year. Membership is open to all students, with auditions held at the beginning of each academic year.

Sunderman Chamber Music Concerts: The Sunderman Chamber Music Foundation, established by Dr. F. William Sunderman (Class of 1919) to "stimulate and further the interest of chamber music at Gettysburg College," each year sponsors campus performances by distinguished and internationally recognized chamber music groups.

Owl & Nightingale Players: Each year this distinguished group of performers stage three major productions under the leadership of the College's theatre faculty. The program is varied, and all productions are offered in the handsome 245-seat Kline Theatre, which features a thrust stage.

Laboratory Theatre: Lab Theatre produces a dozen one-act plays each year, many of which are new and some of which are the work of campus playwrights.

Otherstage: Troupe performs short plays on campus and in the community. Their work encompasses lunchtime theatre, street theatre, and children's theatre.

Artists: The College invites professional performing artists to the campus for intensive residencies in a wide variety of disciplines.

CAMPUS MEDIA

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg College campus, student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of producing newspapers, radio broadcasts, magazines, and yearbooks.

The Gettysburgian: The College newspaper is staffed completely by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation.

The Mercury: Poems, short stories, and illustrations published in *The Mercury* are contributed by students.

The Spectrum: A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing.

WZBT: The College radio station (91.1 megacycles) has been the voice of the campus for many years. WZBT operates as a noncommercial, educational FM radio station over the public airwaves and under FCC regulations. The station is student staffed and broadcasts a variety of programs from its fully-equipped studio.

GREEK ORGANIZATIONS

Greek organizations have a long and rich tradition at Gettysburg College. The first national organization was formed for men on campus in 1852. National sororities were first formed on campus in 1937. Currently, there are ten social fraternities and five social sororities.

The fraternities, which have individual chapter houses owned by alumni corporations on or near campus, offer an alternative living option to their members. The sororities do not have houses, but each has a chapter room in the Ice House Complex, which serves as a meeting and social place for the group.

In addition to providing a social outlet for their members, Gettysburg College's fraternities and sororities serve the campus and community with philanthropic activities. The goals of the Greek system are to instill in its individual members the qualities of good citizenship, scholarship, service, and respect for oneself and others.

In order to join a social Greek organization at Gettysburg College, a student must earn a minimum of 5 credits at the College (excludes transfer and advance placement credits). Effective with the fall semester 2004, the minimum required GPA will be 2.2. Some individual Greek organizations have higher minimum grade requirements. In addition, a student may not be on Conduct Probation at the time of Formal Rush.

RELIGIOUS SPIRITUAL LIFE

We protect time and space for worship at Gettysburg College so that this community may integrate the deep resources of faith, wisdom, and reason with the ever-expanding knowledge gained in the classroom, laboratory, and life. Our mission is to assist this community of learning in exercising and contemplating life with God.

Every Sunday morning (while classes are in session) we celebrate Holy Communion. As an institution of the Evangelical Lutheran Church in America (ELCA), we practice Eucharistic hospitality. Ecumenically, ELCA Lutherans have inter-communion agreements with the Presbyterians, United Church of Christ, Disciples of Christ, Church of the Brethren, Moravians, Methodists, Episcopal, and Anglican communions. All baptized Christians are welcome to receive Holy Communion at the 11:00 a.m. Sunday morning worship.

As a college affiliated with the ELCA, we cherish faith and freedom of enquiry. We welcome students of all beliefs and provide them opportunities to explore religious and spiritual issues as part of their formation in faith. We do this with a spirit of openness, reason, and tolerance, while at the same time remaining faithful to the lived confessional practices, worship, and mission of the Lutheran confessions.

Highlighted each spring is the celebration of Religious Emphasis Week. During this week we strive to involve the entire college community in dialogue aimed at knowledge of their own faith traditions and practice, as well as increased understanding, respect, and tolerance of other major world religions. A key component of this week has been an Interfaith Dialogue led by informed representatives of the world's major religions.

Students exercise leadership in the campus community through student religious groups and the Interfaith Council. Comprised of at least one representative from each registered student religious group, this Council promotes religious freedom for all by advocating religious tolerance, understanding and respect. The Council assists in planning and programming Religious Emphasis Week and assists the Chaplain in monitoring and nurturing religious and spiritual life on campus.

Students and members of the college community are invited to share leadership in worship services by serving as readers, assisting ministers, playing an instrument, or joining a choir. Active student religious groups currently include Canterbury, Hillel, Muslim Student Association, Newman, Lutheran Student Movement, Fellowship of Christian Athletes,

and Christian Fellowship. New student groups may be developed in accord with student interest and with the approval of the Chaplain.

In addition to the Chaplain of the College, an ordained (ELCA) Evangelical Lutheran Church in America pastor, ministry is provided to the college through a Roman Catholic priest and a Catholic laywoman Campus Minister. Quaker services are held every Sunday morning in Gladfelter Lodge. Hillel schedules Shabbat meals and Holy Day remembrances.

CENTER FOR PUBLIC SERVICE

In keeping with the College's mission to educate young people to "think critically and act compassionately," the Center for Public Service promotes, organizes, and supports community service and social justice initiatives by members of the Gettysburg College community. The Center for Public Service promotes the following:

Exploration of Social Issues and Social Justice.

Students carefully consider their service experiences: What did they see, who did they meet, and why is there a need for such service? The act of reflection, therefore, becomes crucial to students' education. It serves as the bridge between experiences and learning.

Community Partnerships. Community partnerships are at the core of the center's programs. Community partners play a significant role in the education of Gettysburg College students by providing opportunities to learn and guiding students through the exploration of social justice, course concepts, and personal and professional development. The center works with more than 25 agencies and organizations to meet community needs. Partners include agencies and organizations working with youth, homelessness, hunger, poverty, Latino migrant farmworkers, urban education, technology, literacy, elderly, environmental justice, food security, and community development.

Student Involvement and Leadership. In 2002–03, approximately 850 Gettysburg College students served in the local community and abroad, providing almost 21,000 hours of service.

Sixteen student program coordinators organized, trained, and led student volunteers who served with Latino and migrant farmworkers, urban youth initiatives, Big Brother/Big Sister, Gettysburg Community Soup Kitchen, D.C. Outfitters, Project Gettysburg/León, El Centro Tutoring, Just Community Food Systems Community Gardening programs, and other community organizations.

Students also assisted local nonprofit agencies through the Community Work-Study and Internship programs. Student leadership in service is fostered through the employment of student program coordinators and student assistants for service-learning courses. These students are provided with ongoing training and support through retreats, weekly staff meetings, and individual advising. Student leaders are also crucial to the success of Service-Learning Projects, serving as peer advisors to students learning and serving in communities around the world.

Faculty Involvement. The center provides the resources and support for faculty who are interested in incorporating service as part of their curriculum. A variety of disciplines (psychology, music, education, Spanish, computer science, and philosophy, to name a few) have integrated service into their classes and faculty report that class discussions and students' written work are richer and more informed and thoughtfully constructed as a result of the service experience. In 2003–04, eighteen College faculty taught approximately 365 students in fifteen courses, partnering with twenty agencies.

Service-Learning/Cultural Immersion Projects.

These projects are off-campus educational service opportunities at sites in the United States and abroad. Students travel to a community different from their own where they live, work, and serve. By working alongside people and sharing their stories, students learn about themselves and the world. Students engage in preparatory learning activities, participate in reflection throughout, and share learning and service products upon return.

ATHLETICS

The College has an extensive program of intercollegiate and intramural athletics for men and women. It is possible for all students to participate in some supervised sport; for those with particular athletic skills and interests, a full array of varsity teams are available. Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Centennial Conference, which includes Bryn Mawr College, Dickinson College, Franklin & Marshall College, Haverford College, Johns Hopkins University, Muhlenberg College, Swarthmore College, Ursinus College, Washington College, and McDaniel College.

Gettysburg College teams consistently win athletic contests at the conference, regional, and national levels. In 1998, the College finished 25th nationally in the Sears Cup standings and won the Centennial Conference all-sports trophy for the fifth year in a row.

The intercollegiate program includes teams for men and teams for women. Gettysburg also has a varsity cheerleading squad, in which both men and women are eligible to participate. The various teams are:

	Men	Women	Coed
Fall	Cross Country Football Soccer Golf	Cross Country Field Hockey Soccer Volleyball Golf	Cheerleading
Winter	Basketball Swimming Wrestling Indoor Track	Basketball Swimming Indoor Track	Cheerleading
Spring	Baseball Lacrosse Tennis Track and Field Golf	Lacrosse Softball Tennis Track and Field Golf	

CAMPUS RECREATION

The Office of Campus Recreation is dedicated to complementing the academic goals of Gettysburg College by providing a variety of recreational activities for all students, faculty, administrators, and staff. Programs include intramural sports, aerobics/fitness, sports clubs, and informal recreation.

Intramural sports include a wide range of team, individual, and dual sports. Team sports include softball, flag football, basketball, floor hockey, indoor soccer, outdoor soccer, and volleyball. Special events include tennis, table tennis, golf, billiards, 4x4 volleyball, and 3-on-3 basketball. Fitness activities are the fastest growing portion of the campus recreation program. Aerobics classes held daily are designed to meet the needs of all students by offering high impact and low impact classes. Tone and stretch classes, aqua aerobics, step aerobics, yoga, and meditation are also offered.

The sport club program is another growing segment of the campus recreation program. These clubs are designed so that anyone of any skill level may participate. Sport clubs currently active on campus include tae kwon do, cuong nhu, men's volleyball, men and women's rugby, equestrian, ice hockey, and ultimate frisbee.

The campus recreation office provides time for informal recreation. Activity areas include a swimming pool, basketball courts, tennis courts, weight room with Nautilus and free weights, a fitness room with stationary bikes, stairclimbers, treadmills, rowers and selecterized weight equipment, and a multipurpose area within the Bream/Wright/Hauser Athletic Complex for a variety of recreational activities.

Set amidst the southern Pennsylvania countryside, the Gettysburg campus is exceptionally beautiful. Many of the 60 buildings enjoy a rich history. Although most buildings have been restored to include advanced technology, their exteriors maintain their architecture charm and historical integrity. ❖ Gettysburg is a "walk-around" campus and while cars are permitted, they are not necessary. You can easily get anywhere on campus or walk into town in minutes.

In the center of Gettysburg College's campus is Musselman Library, housed in an architectural award-winning building constructed in 1981. The library, which contains more than 303,000 volumes, microforms, recordings, audiovisual media, archival materials, and selected government documents, is the hub of research activity on campus. A computerized library catalog is accessible through fully networked public access terminals, offering access to thousands of databases and full-text journal and newspaper articles online. Electronically delivered course reserve readings are available through the College's Curriculum Navigation network. The library is open 24-hours a day and reference librarians are on-hand to assist students with research papers and other assignments. Individual and group study spaces, a theatre, a media production center, an electronic classroom and computer laboratory are all located in the library.

Gettysburg College has exceptional computing power. Every building is fully networked, including each residence hall room. This allows each student access to electronic mail, the Internet, and Gettysburg's sophisticated College Navigation System. Gettysburg's micro-environment includes over 1300 microcomputers and a complex system of Sun workstations and laboratories. Facilities in biology, chemistry, and physics include large departmental laboratories, microcomputer laboratories, student/facility research areas, and extensive departmental libraries. Students and faculty use outstanding instrumentation to enhance instruction and research on a daily basis. As a result, Gettysburg students enjoy "hand-on" use of advanced science equipment that most institutions reserve for graduate students. This includes a Zeiss EM 109 transmission electron microscope (TEM), JOEL TS20 scanning electron microscope (SEM), a Fourier Nuclear Magnetic Resonance Spectrometer, a herbarium, a plasma physics laboratory, an optics laboratory, a planetarium, an observatory, the Child Study Center, and psychology laboratories equipped with observation desks.

Student life facilities include a College Union Building, Student Activities Center, well-maintained and varied residence hall space, including theme houses, a center for public service, a women's center, the Intercultural Resource Center, a health center, the Chapel, Safety and Security office, a Center for Career Development, and an Outdoor Challenge course.

For students with an interest in theatre, Brua Hall features the Kline Theatre, a 250-seat playhouse with a thrust stage and state-of-the-art sound and lighting; and the Stevens Laboratory Theatre, a studio/classroom with TV recording and monitoring equipment.

Schmucker Hall supports the music and art departments with interactive lecture rooms, music practice rooms, the 196-seat Paul Recital Hall, art studios, a metals coating foundry, and the College's art gallery.

An extensive program of intercollegiate and intramural athletics encourages students of all abilities to extend their education to the playing field. Gettysburg views athletics and recreation as important components of a well-rounded undergraduate experience.

The Bream-Wright-Hauser Athletic Complex and the Eddie Plank Student Activities Center house the College's impressive indoor sports facilities. These include four indoor tennis courts, an indoor track, a first-class weight room, a fitness room, state-of-the-art training equipment, and a 3,000-seat basketball, wrestling, and volleyball arena. A six-lane, 25-yard pool is located in the College Union Building. Outdoor facilities include a sand volleyball court, a 6,176-seat stadium for football, lacrosse, and track-and-field; 14 tennis courts; baseball and softball diamonds; and playing fields for soccer, lacrosse, and field hockey. A challenging cross-country course extends over the campus and throughout the adjacent National Park.

ACADEMIC PURPOSES OF GETTYSBURG COLLEGE

The faculty of Gettysburg College has adopted the following statement of the College's academic purposes. ❖ *Gettysburg College believes that liberal education liberates the human mind from many of the constraints and limitations of its finiteness. In order to accomplish its liberating function, Gettysburg College believes that it owes its students a coherent curriculum that emphasizes the following elements:*

1. Logical, precise thinking and clear use of language, both spoken and written. These inseparable abilities are essential to all the liberal arts. They are not only the practical skills on which liberal education depends but also, in their fullest possible development, the liberating goals toward which liberal education is directed.

2. Broad, diverse subject matter. The curriculum of the liberal arts college should acquaint students with the range and diversity of human customs, pursuits, ideas, values, and longings. This broad range of subject matter must be carefully planned to include emphasis on those landmarks of human achievement which have shaped the intellectual life of the present.

3. Rigorous introduction to the assumptions and methods of a representative variety of the academic disciplines in the sciences, the social sciences, and the humanities. The curriculum must encourage students to recognize that the disciplines are traditions of systematic inquiry, each not only addressing itself to a particular area of subject matter but also embodying an explicit set of assumptions about the world and employing particular methods of investigation. Students should recognize that the disciplines are best seen as sets of carefully constructed questions, continually interacting with each other, rather than as stable bodies of truth. The questions that most preoccupy academic disciplines involve interpretation and evaluation more often than fact. Students should learn that interpretation and evaluation are different from willful and arbitrary opinion while at the same time recognizing that interpretations and evaluations of the same body of facts may differ drastically given different assumptions, methods, and purposes for inquiry. Human thought is not often capable of reaching universal certitude.

This necessary emphasis of the College's curriculum is liberating in that it frees students from narrow provincialism and allows them to experience the joys and benefits of conscious intellectual strength and creativity.

Liberal education should free students from gross and unsophisticated blunders of thought. Once exposed to the diversity of reality and

the complexity and arduousness of disciplined modes of inquiry, students will be less likely than before to engage in rash generalization, dogmatic assertion, and intolerant condemnation of the strange, the new, and the foreign. Students will tend to have a sense of human limitations, for no human mind can be a match for the world's immensity. Promoters of universal panaceas will be suspected as the gap between human professions and human performance becomes apparent. Students will tend less than before to enshrine the values and customs of their own day as necessarily the finest fruits of human progress or to lament the failings of their time as the world's most intolerable evils.

But wise skepticism and a sense of human fallibility are not the only liberating effects of the liberal arts. With effort and, in all likelihood, some pain, students master difficult skills and broad areas of knowledge. They acquire, perhaps with unexpected joy, new interests and orientations. In short, they experience change and growth. Perhaps this experience is the most basic way the liberal arts liberate: through providing the experience of change and growth, they prepare students for lives of effective management of new situations and demands.

The liberal arts provide a basis for creative work. Creativity is rarely if ever the work of a mind unfamiliar with past achievements. Instead, creativity is almost always the reformulation of, or conscious addition to, past achievement with which the creative mind is profoundly familiar. By encouraging students to become responsibly and articulately concerned with existing human achievement and existing means for extending and deepening human awareness, Gettysburg College believes that it can best ensure the persistence of creativity.

The intellectual liberation made possible through liberal education, though immensely desirable, does not in itself guarantee the development of humane values and is therefore not the final purpose of a liberal education. If permitted to become an end in itself, it may indeed become destructive. A major

responsibility of those committed to liberal education, therefore, is to help students appreciate our common humanity in terms of such positive values as open-mindedness, personal responsibility, mutual respect, empathic understanding, aesthetic sensibility, and playfulness. Through the expanding and diverse intellectual activities offered in liberal education, students may develop greater freedom of choice among attitudes based on a fuller appreciation of our common humanity, and based on clearer recognition of our immersion in a vast, enigmatic enterprise.

CREDIT SYSTEM

The Course unit is the basic measure of academic credit. For transfer of credit to other institutions, the College recommends equating one course unit with 4 semester hours. Half unit courses equate to 2.0 semester hours. The College offers a small number of quarter course units in music and health and exercises sciences and these courses equate to 1.0 semester hour. Half unit and quarter unit courses may not be accumulated to qualify as course units for graduation.

Prior to the fall 2004 semester, the College defined the course unit as being equivalent to 3.5 semester hours and certain laboratory courses earned 1.25 units and were equated to 4.0 semester hours.

REQUIREMENTS FOR THE DEGREE

The College confers three undergraduate degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Science in Music Education (BSME). *The general graduation requirements are the same for all degree programs:*

For students with an anticipated degree date prior to May 2008

- 1) 32–35 course units, according to the following degree dates:
Dec. 2004: 35 units
May or Dec. 2005: 34 units
May or Dec. 2006: 33 units
May or Dec. 2007: 32 units

The course unit requirement must include a minimum of 32 full-unit courses. For this purpose, transfer courses equivalent to at least .75 units count as full-unit courses.

- 2) Minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field

3) Liberal Arts Core Requirements

See the listing at the beginning of the Courses of Study section for the specific courses that fulfill the Liberal Arts Core. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption. (See Exemption from Degree Requirements.)

The Liberal Arts Core is comprised of courses which the faculty has deemed central to a liberal education. The Core consists of courses in each of four academic divisions—arts, humanities, social sciences, and natural sciences—and courses that enable students to strive for greater proficiency in writing, quantitative reasoning, and foreign language.

The Liberal Arts Core prepares students in two complementary ways. By taking courses in each division, students encounter the perspectives and modes of inquiry and analysis that characterize academic disciplines. Because a liberally educated person should be able to reason and communicate effectively, students must successfully complete courses in writing, quantitative reasoning, and foreign language. Together, the Gettysburg College core courses provide the solid foundation of a liberal education.

Goals of the Liberal Arts Core are met in the following way:

- The Arts: One course in the Division of Arts
- Humanities: Three courses in the Division of Humanities
- Natural Science: Two courses in the Division of Natural Sciences
- Social Sciences: Two courses in the Division of Social Sciences
- Foreign Language: Attainment of competency through the intermediate level (equivalent of 202)
- Quantitative Reasoning: One course with major emphasis on mathematical problem-solving and the presentation and interpretation of quantitative information
- Writing Proficiency: One course, to be taken in the first year of enrollment
- Non-Western Culture: One course with primary emphasis on African, Asian, or non-

European American cultures. This may be one that also fulfills one of the other Liberal Arts Core requirements.

- 4) Concentration requirement in a major field of study
(See Major Requirements *following this section*.)
- 5) Minimum of the last year of academic work as a full-time student in residence at Gettysburg College or in an approved College program
- 6) Discharge of all financial obligations to the College

No course used to obtain a bachelor's degree elsewhere may be counted toward the requirements for a Gettysburg College degree.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation. The College normally requires students to complete degree requirements in effect at the time of their original enrollment and the major requirements in effect at the time that students declare the major at the end of the first year or during the sophomore year.

Writing Policy: *Since the ability to express oneself clearly, correctly, and responsibly is essential for an educated person, the College cannot graduate a student whose writing abilities are deficient. Instructors may reduce grades on poorly written papers, regardless of the course, and in extreme cases, may assign a failing grade for this reason.*

For students entering as first-year students in the fall 2004 semester

- 1) 32 course units
- 2) Minimum accumulative GPA of 2.00 and a GPA of 2.00 in the major field
- 3) Fulfillment of the curricular goals of a Gettysburg College education

A list of the specific courses that may be used to satisfy the curricular goals may be found on the Registrar's webpage. Any requirement may be satisfied, with or without course credit, by students who can qualify for exemption. (See Exemption from Degree Requirements.)

The overarching goal of the Gettysburg College Curriculum is the development of lifelong learners who are able to acquire and process information and ideas in multiple ways, are integrative thinkers, are skilled in communication, and are prepared for the responsibilities of local and global citizenship. Students demonstrate their progress towards achieving these goals through their

performance in a range of courses or comparable faculty-sponsored experiences, their completion of a major field of study, and through their ability to demonstrate connections between such courses or experiences and the four curricular goals.

Multiple Inquiries The development of an understanding of multiple frameworks of analysis and of proficiency in reading texts that span the breadth of human expression. The divisional requirements are designed to begin this process of development. By taking one course in the division of the arts, one course in the division of the humanities, one course in the division of the social sciences, and two courses in the division of natural sciences, one of which must have a laboratory component, students encounter the perspectives and modes of inquiry and analysis that characterize academic disciplines, an encounter that continues in greater depth in the major field of study.

Integrative Thinking The development of a critical and open mind that seeks to adopt well-argued points of view through the active consideration and integration of alternative methodologies, perspectives, and foundational presuppositions. This process of development receives special emphasis in the curriculum in three different ways.

- The Course Cluster Requirement, normally completed by the end of the sophomore year, in which students take two courses that are thematically linked to form a cluster emphasizing interdisciplinary or multidisciplinary approaches to a common theme. Through the cluster and an associated synthesizing experience that the student must produce, the student gains an understanding of the connections and tensions among approaches to common issues, texts, and phenomena.
- The Quantitative, Inductive, and Deductive Reasoning Requirement in which students take a course focusing on formal reasoning or mathematical problem-solving and the systematic presentation and interpretation of quantitative or qualitative information.
- The Capstone Experience in the Major Requirement, a course or faculty-sponsored experience in which students bring together what they have learned in their major curriculum and demonstrate the appropriate intellectual mastery over the chosen area of concentration.

Effective Communication The development of proficiency in skills in writing, reading, and the use of electronic media. Central to these skills is the ability to articulate questions clearly, identify and gain access to appropriate kinds of information, construct cogent arguments, and engage in intellectual and artistic expression. Emphasis on this goal begins in the first year of study and continues in the major.

- **First-Year Writing Requirement**, a course which introduces students to the essentials of college-level writing. The course may be Introduction to College Writing (ENG 101), a First-Year seminar, or an introductory course in a particular discipline.

- **Major Field of Concentration Communication Requirement**, through which students demonstrate they have learned the communication conventions of their chosen field of study. The means through which students will learn these conventions and demonstrate their mastery are determined by the individual departments.

Local and Global Citizenship The development of the skills, understandings, appreciations, and moral dispositions enabling students to be committed members of and meaningful contributors to their local, national, and global communities. Three requirements have been developed to assist students in achieving this curricular goal.

- **Foreign Language Requirement**, satisfied by successful study through the intermediate level (equivalent of 202).
- **Critical Inquiries Requirement**, consisting of courses on Cultural Diversity and Science, Technology, and Society.

Cultural Diversity, two courses designed to help students achieve a fuller appreciation of human diversity through exposure to alternative historical and cultural traditions and modes of analysis. Students must take one Non-western course that has a principal focus on peoples whose practices and beliefs have been shaped in significant ways by a historical tradition separate from that of Western Europe. Students must also take one Domestic or Conceptual Diversity course that has a principal focus on dimensions of diversity within the United States or on the study of the varied dimensions of diversity in a conceptual or comparative context (whether in the United States or elsewhere).

Science, Technology, and Society, one course with a focus on the methodological analysis, historical context, or discussion of the social ramifications of some aspect of natural science or technology.

Completion of all requirements for a major field of study, including a capstone experience. (See Major Requirements following this section.)

Completion of a Learning Portfolio, over the student's full period of residence at Gettysburg College, that demonstrates how the student has connected coursework and faculty-sponsored experiences to the goals of the curriculum.

4) Minimum of the last year of academic work as a full-time student in residence at Gettysburg College or in an approved College program.

5) Discharge of all financial obligations to the College

No course used to obtain a bachelor's degree elsewhere may be counted toward the requirements for a Gettysburg College degree.

Each student is responsible for being sure that graduation requirements are fulfilled by the anticipated date of graduation. The College normally requires students to complete degree requirements in effect at the time of their original enrollment and the major requirements in effect at the time that students declare the major at the end of the first year or during the sophomore year.

MAJOR REQUIREMENTS

Each student must successfully complete the requirements in a major field of study. Most majors consist of eight to twelve courses and may include specific courses from one or more other departments and/or programs. No more than twelve courses may be required from a single subject area, with the exception of the B.S.M.E. degree. Since the general graduation requirements are the same for all degree programs, students completing the major requirements leading to two different degrees must choose which degree to receive at graduation. (Requirements of the various majors are listed in the department and program introductions in the *Courses of Study* section.)

The following are major fields of study at Gettysburg College:

Bachelor of Arts:

Anthropology
Art History
Art Studio
Biology
Chemistry
Classical Studies
Computer Science
Economics
English
Environmental Studies
French
German
Greek
Health and Exercise Sciences
Health and Physical Education
History
Japanese Studies
Latin
Management
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology
Spanish
Spanish and Latin American Studies
Theater Arts
Women's Studies

Bachelor of Science:

Biology
Biochemistry and Molecular Biology
Chemistry
Environmental Studies
Health and Exercise Sciences
Physics

Bachelor of Science in Music Education:

Music Education

A student must file a declaration of major with the Registrar before registering for the junior year. A student may declare a second major as late as the beginning of the senior year.

Optional Minor: Students may declare a minor concentration in an academic department or area that has an established minor program. Not all departments offer minor programs. A minor shall consist of six course units, no more than two of which shall be 100-level

courses. Because of the language required, an exception to the two 100-level course limitation may occur in classical studies. Students must maintain a 2.00 average in the minor field of study. Although a certain minimum number of courses constitute a minor field of study, all courses in the minor field will be considered in determining the minor average.

In addition to minors associated with the majors listed earlier, minor fields of study are possible in the following areas:

African American Studies
Civil War Era Studies
East Asian Studies
Elementary Education
Latin American Studies
Neuroscience
Peace and Justice Studies
Secondary Education
Writing

INDIVIDUAL MAJOR

As an alternative to the major fields of study, students may declare an individual major by designing an interdisciplinary concentration of courses focusing on particular problems or areas of investigation which, though not adequately included within a single department or discipline, are worthy of concentrated study.

Students intending to pursue an individual major must submit a proposal for their plan of study to the Committee on Interdisciplinary Studies. The proposed program must be an integrated plan of study that incorporates course work from a minimum of two departments or fields. An individual major must include a total of ten to twelve courses, no fewer than eight of which must be above the 100-level; three or more courses at the 300-level or above; and a 400-level individualized study course which is normally taken during the senior year. Individualized study allows students to pursue independent work in their areas of interest as defined by the proposal and should result in a senior thesis demonstrating the inter-relationships among the fields comprising the individual major.

After consulting with and obtaining an application from the interdisciplinary studies chairperson and meeting several times with two prospective sponsors/advisers, students should submit their proposals during the sophomore year. The latest students may submit a proposal is October 15 of

their junior year. It is often possible to build into an individual major a significant component of off-campus study.

Normally, to be accepted as an individual major, a student should have a 2.3 overall GPA. Students should be aware that an individual major program may require some departmental methods or theory courses particular to each of the fields within the program.

A student may graduate with honors from the individual major program. Honors designation requires a 3.5 GPA in the major, the recommendation of the student's sponsors, the satisfactory completion of an interdisciplinary individualized study, and the public presentation of its results in some academic forum.

ACADEMIC ADVISING

The Office of Academic Advising, located on the second floor of the College Union, offers support in many areas of academic life. Working in conjunction with the individual student's advisor, the deans assist students in making educational plans and solving academic problems. This office coordinates the student/faculty advising program; assists students through the process of applying for competitive scholarships such as the Rhodes, Marshall, and Fulbright; and coordinates Peer Tutoring and accommodations for students with disabilities. Deans' Lists, academic progress reports, withdrawals and readmissions, petitions to the Academic Standing Committee, and grade appeals are processed in this office.

The College believes that one of the most valuable services it can render to its students is careful advising. Each first-year student is assigned a faculty advisor to assist in dealing with academic questions, in explaining college regulations, in setting goals, and in making the transition from secondary school to college as smooth as possible. Faculty advisers are assigned a small number of first-year students, so that they can develop strong relationships with their advisees.

Sophomores may continue their advising relationship with their first-year advisors, or they may select another faculty member in a field of study they anticipate as their major. When students choose a major field of study, which must be done no later than the beginning of the

junior year, a member of the major department becomes their advisor and performs functions similar to those of the first-year advisor, including the approval of all course schedules.

Students may confer at any time with their advisor, a dean of Academic Advising, the Center for Career Development, or faculty members as they consider their options for a major or special fellowship opportunities during or after college, weigh their career objectives, choose graduate or professional schools, or search for employment after graduation.

POLICY ON ACCOMMODATION OF PHYSICAL AND LEARNING DISABILITIES

Gettysburg College provides equal opportunities to students with disabilities admitted through the regular admissions process. The College promotes self-disclosure and self-advocacy for students with disabilities. Students seeking accommodation should contact the Office of Academic Advising.

For students with physical disabilities, the College provides accessibility within its facilities and programs and will, within the spirit of reasonable accommodation, adapt or modify those facilities and programs to meet individual needs.

For students with learning disabilities, the College accommodates on a case-by-case basis, provided the accommodation requested is consistent with the data contained in documentation that meets the College's standards and is reviewed by the College's own consultant. Reasonable accommodation for students with learning disabilities may involve some curricular modifications without substantially altering course content or waiving requirements essential to the academic program. Some examples of reasonable accommodation are:

- a) extended time on exams and assignments;
- b) use of auxiliary equipment (tape recorders, lap top computers, calculators);
- c) modified examination formats and/or oral examination.

One of the deans in Academic Advising will assist students with disabilities with their requests for accommodation.

INDIVIDUALIZED STUDY AND SEMINARS

There are opportunities in most departments for students to engage in seminars and individualized tutorials, research or internships. These opportunities are primarily for seniors, but other students frequently are eligible. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400s under *Courses of Study*.

SENIOR SCHOLARS SEMINAR

The College offers a unique and valuable opportunity for its outstanding senior students. Senior Scholars Seminar, composed of selected seniors, undertakes a study of a contemporary issue that affects the future of humanity. The issues are always timely and often controversial. Past topics have included genetic engineering, conflict resolution, global disparities, computer and human communication, aging and the aged, dissent and nonconformity, the concept of the hero, the media and presidential campaigns, creative leadership in groups, the impact of television on conscience and consciousness, immigration in America, and the Holocaust.

Authorities of national stature are invited to serve as resource persons for the Senior Scholars Seminar. Experts who have visited past seminars include John Sununu, Colin Powell, David Broder, Stuart Udall, David Freeman, Thomas Szasz, Daniel Ellsberg, Jonathan Schell, Daniel Bell, James Gould, and Elie Wiesel. Student participants in the seminar present a final report based on their findings and recommendations.

The issues explored in the seminar are always interdisciplinary in scope, and the students selected for this seminar represent a wide variety of majors. The seminar is team-taught by two professors of different departments.

Early in the second term of the junior year, qualified students are invited to apply for admission to the course. After the members of the class have been selected through a process of interviews, they begin to plan the course with two faculty directors and become active participants in the entire academic process. The Senior Scholars Seminar is assigned one course credit.

ACADEMIC INTERNSHIPS

Through the Center for Career Development, students at Gettysburg College have the opportunity to participate in several internships during their four years of study. All students who wish to participate in an internship should register with the Center, which is the repository for all internship information on campus. The Center maintains information on thousands of internship sites located in both the United States and abroad. The Center staff will also assist students in looking for an internship site close to a student's home. Internships taken for academic credit are carefully designed to provide a program with a substantial academic component, as well as practical value. These internships are generally advised by a faculty member within a student's major field of study. Academic credit is awarded by the appropriate department once the student completes the requirements of the department. Internships provide students with a valuable opportunity to apply academic theory to the daily task of business, nonprofit, and government settings. This experience also helps students identify career interests and gain valuable work experience. Students are encouraged to begin the process of finding an internship early in their sophomore year.

THE CIVIL WAR INSTITUTE

The Civil War Institute provides opportunities for students to assist programs under the direction of Gabor Boritt, Fluhrer Professor of Civil War Studies. Activities range from an internationally known summer session coinciding with the anniversary of the Battle of Gettysburg, to sponsoring battlefield tours, visiting lecturers (from PBS's Ken Burns and Princeton's James McPherson to Nobel Laureate Robert Fogel and bestselling novelist Jeff Shaara), dramatic and musical performances (the opera *The Death of Lincoln*), film (*Gettysburg*, the director's cut before public release), and exhibits ("Free at Last: The Abolition of Slavery in America"). The CWI cosponsors the commemoration of the anniversary of the Gettysburg Address, with speakers such as Justice Sandra Day O'Connor and Colin Powell. It oversees the annual \$100,000 Lincoln Prizes, supported by Richard Gilder and Lewis Lehrman and awarded for the best books, Web site, CD-ROM, or DVD on the

history of the Civil War era. Oxford University Press publishes the CWT lectures, four of which have been selections of the History Book Club and three of the Book-of-the-Month Club. Students assist in creating these books that are used in Civil War classes at colleges and universities all over the United States. The CWT offers scholarships to high school juniors and high school teachers for its summer program.

THE GETTYSBURG REVIEW

The Gettysburg Review, published by Gettysburg College and edited by English Professor Peter Stitt, is a quarterly journal with a strong national following. Among its advisory and contributing editors are author and humorist Garrison Keillor; poets Richard Wilbur, Donald Hall and Rita Dove; and novelist Ann Beattie. *The Gettysburg Review* has received many distinguished awards, including regular reprinting of some of its materials in *Harper's* magazine and in the anthologies *Best American Fiction*, *Best American Poetry*, and *Best American Essays*. In 1993, Stitt was selected as the first winner of the prestigious Nora Magid Award from the international organization PEN (Poets, Essayists, and Novelists). Students serve the journal in a number of ways through internships, work-study, and volunteerism.

OFF-CAMPUS STUDY

If you are thinking about making off-campus studies a part of your education, you will be joining almost 300 of your peers who study off campus each year (49% of the class of 2003). Gettysburg College considers off-campus study to be a vital part of its academic programs.

Students study off campus for many different reasons. Whether you want to learn a new language, improve your skills in a language you have been studying, make your resume stand out from the crowd, or to add a special facet to your degree, you will find that off-campus studies gives you these advantages—and many more.

Office of Off-Campus Studies

The Office of Off-Campus Studies, located in the College Union Building, is the main source of information about off-campus program opportunities. The office houses an extensive Resource Library, where students can find informational brochures on various programs.

The director of off-campus studies and the rest of the office staff can assist students in making a personalized off-campus study plan.

Students work with their academic advisors to pre-approve the academic program prior to departure from Gettysburg. Financial Aid recipients will also find that the Office of Financial Aid is knowledgeable about off-campus studies and is willing to advise students about financial questions.

Finally, all students participate in a mandatory Pre-Departure Orientation, where they receive literature to help prepare them for their overseas experience.

Off-Campus Programs

Gettysburg College offers Study Abroad Programs all over the world, as well as Domestic Programs within the United States. Some programs are Integrated Programs, where students study with students from the host country. Others are Group Programs, which are specially designed for Gettysburg students. All programs offer students the opportunity to take a variety of courses, which can be used toward the Gettysburg degree. Some programs offer Field Experience or Internships.

Gettysburg College Affiliated Programs: Gettysburg currently sponsors more than 20 Affiliated Programs, chosen by the College to meet the special needs of its students. Most of these programs are sponsored by an academic department, and in some cases, the programs are actually led by a Gettysburg College faculty member. Students participating in Affiliated Programs earn credit toward their major, minor, or Liberal Arts Core requirements. Students are billed Gettysburg's regular comprehensive fee, so families can continue with their regular payment schedule. Gettysburg pays for tuition, room, full board, and in some cases airfare for the off-campus program. In addition, students can continue to use financial aid that they receive to pay for the off-campus program. This means that federal aid, state aid, and Gettysburg institutional grants and loans continue to be given, just as if you were on campus.

Gettysburg College Suggested Programs: There are over 150 Suggested Programs available, chosen to offer Gettysburg students the most diverse program sites possible. These programs differ from Affiliated Programs in that students earn credit only (not grades), and pay all program

costs directly to the sponsoring program. Gettysburg students can continue to use federal financial aid to pay for the Suggested Program. Gettysburg institutional grants and loans cannot be used, however. Once the student returns to Gettysburg College, these grants and loans will be reinstated.

Gettysburg College Summer Programs

Gettysburg offers a number of summer off-campus programs for students who prefer a short-term experience. Affiliated study-abroad programs include month-long programs in Zimbabwe and Indonesia, and a domestic environmental studies program in Maine. Other Affiliated Programs include opportunities in Greece, Mexico, and Spain.

Off-Campus Studies Policies

Students can study off campus during their junior year or in the first semester of senior year. There are also some special programs for first-semester sophomores.

Students with special needs are encouraged to discuss their off-campus studies plans with the director of off-campus studies. Many programs can accommodate students with special learning needs or physical needs.

All students must have a minimum 2.0 cumulative grade point average and be in good disciplinary standing in order to apply for off-campus studies. Accepted students must maintain their good standing in order to participate. Permission to study off campus will be rescinded for any student placed on probation for an academic or social reason prior to departing for off-campus studies.

Gettysburg College is pleased to offer the Eisenhower/Hilton Scholarship for Study Abroad in the amount of \$10,000. This scholarship is awarded to one outstanding Gettysburg junior or senior each year.

Gettysburg College Affiliated Programs

Gettysburg in Argentina: This academic year or semester program allows students to enroll directly in Argentine universities in Buenos Aires or Mendoza. Students who have completed Spanish 202 are eligible to apply. All students live in a homestay where they take their meals.

Gettysburg in Australia: This academic year or semester program allows students to enroll directly in one of four Australian universities: James Cook University, the University of

Melbourne, the University of Queensland, and the University of Wollongong. Students usually live in shared rooms in residence halls.

Gettysburg in Denmark through Denmark's International Studies Program: This fall or spring semester program in Copenhagen offers students the opportunity to take courses in their major (most majors available), or in a wide variety of Liberal Arts Core and elective subjects that focus on Scandinavian and European issues. All courses are taught in English. Students live in a homestay and take their meals with their host family.

Gettysburg in England: London and Lancaster University: This fall semester or academic year interdisciplinary studies program begins with a four-week seminar in London taught by a Gettysburg faculty member. (Students may choose to attend a seminar in Lancaster instead of the London option.) After the seminar, all students enroll at Lancaster University, where they study subjects of their choice for the fall term or academic year. Lancaster University is a top-ranked British University, and many faculty members are recognized internationally in their fields. Students attending the London seminar are housed in shared rooms in a student hotel in central London. At Lancaster, students live in single-study bedrooms in residence halls.

Gettysburg in England: Advanced Studies: This semester program is based in Bath, England, and offers students the opportunity to take courses that use England "as the classroom." One-week academic trips to Oxford and Stratford-upon-Avon and shorter visits to important historic sites complement the curriculum. All students live in apartments in Bath with other program participants.

Gettysburg Student Teaching Program in London, England: This fall or spring program is available for students with a minor in Education (elementary or secondary). It includes a half-semester of classes at Gettysburg College and student teaching in a Gettysburg-area school, followed by a half-semester (7 weeks) of student teaching in London, England. A variety of schools are used for placement in London: private schools, public schools, city schools, and suburban schools. Students live in shared apartments in London city center, and prepare their own meals.

Gettysburg in Aix-en-Provence, France: This semester program at Le Centre d'Aix is designed for students who wish to complete

the Gettysburg College requirement in language; it also serves students who wish to pursue a minor in French. The Institute of American Universities (IAU) sponsors the program, which is located in Aix-en-Provence near the Mediterranean coast. All students live in a homestay that is arranged by IAU. In the intermediate program (fall only), students fulfill the French 201–202 language requirement. In the advanced program (fall or spring), students take classes towards their French minor.

Gettysburg in Avignon, France: This semester or academic year program at Le Centre d'Avignon is designed to meet the needs of French majors. The Institute of American Universities (IAU) sponsors this program located in Avignon. All students live in a homestay that is arranged by IAU. Students take five courses—one required language course and four elective courses. All courses are conducted in French.

Gettysburg in Cologne, Germany: This fall semester group program in Cologne offers the opportunity for students from any major to improve their German language abilities and to take a variety of humanities and social science courses in English. All students live in a homestay and take meals with their family. Students take up to three courses in German language, literature, and culture, and up to three courses in English from the areas of political science, history, and art history.

Gettysburg in Heidelberg, Germany: This academic year or semester program, sponsored by Heidelberg College, allows students to enroll directly in Heidelberg University. Students who have completed German 202 are eligible to apply. All students live in a dormitory or apartment with German students.

Gettysburg in Greece: This academic year or semester program through College Year in Athens offers students in any major the opportunity to take courses in humanities and social sciences focusing on Greece and the East Mediterranean world. Students live in shared rooms in apartments in the Kolonaki neighborhood. Students choose either the Ancient Greek Civilization track or the East Mediterranean Area Studies track. Both tracks offer courses in the humanities and social sciences, as well as modern Greek language at all levels.

Gettysburg in Hungary: This fall or spring semester program offers juniors and seniors majoring in Mathematics or Computer Science

the opportunity to take courses in their major taught by renowned Hungarian scholars in Budapest. Students live in shared rooms in apartments or in a homestay with a Hungarian family.

Gettysburg in Italy through Syracuse University: This fall semester program is specifically designed to give students in studio art and art history a living classroom—historic, beautiful Florence. Students primarily take courses in the arts, but other courses in the humanities and social sciences are available as well. Students live in a homestay and take most meals with their host family. All students take Italian language courses and three or four other courses in the arts, humanities or social sciences.

Gettysburg in Italy through Duke University: This academic year or semester program at the Intercollegiate Center for Classical Studies (ICCS) in Rome, sponsored by Duke University, is designed for Latin or Greek majors, and other students interested in classical antiquity. Students live in the ICCS Center in shared rooms and take their meals there. Students take courses in Roman Archaeology/History, Latin Language and Literature, Art History, Greek Language and Italian Language.

Gettysburg in Japan: This semester or academic year program at Kansai Gaidai University offers students in all majors the opportunity to take Japanese language and a variety of other courses taught in English. Kansai Gaidai University is located between Osaka and Kyoto. Students can choose to live in a homestay or in a residence hall. All students take one or two Japanese language courses and two or three additional courses in English. Japanese language is taught at all levels, including beginning courses for students with no prior language study.

Gettysburg in Mexico through Augsburg College: Students can choose between Augsburg's fall semester program, Crossing Borders: Gender and Social Change in Mesoamerica, and their spring program, Gender & the Environment: Latin American Perspectives, both based in Cuernavaca, Mexico. Students live in shared rooms in a house where they take their meals. Students also spend three weeks living with a local family in Cuernavaca or in a nearby village. Students in both the fall and spring semester take a set four-course program, which includes intensive Spanish language study.

Gettysburg in Cuernavaca, Mexico (Intermediate Program): This popular fall semester program in Cuernavaca is specifically designed for students who have completed Spanish 101–102 (or 103–104) and enables them to complete intermediate level Spanish (201–202) in one semester. A Gettysburg College professor of Spanish accompanies the group and teaches two of the courses. All students live in a homestay where they take their meals. All students take a set four-course program, which includes two Spanish Language classes, literature, and Mexican civilization. Offered during odd-numbered years.

Gettysburg in Guadalajara, Mexico: This academic-year or semester program in Guadalajara offers students who have completed Spanish 301 the opportunity to take a variety of humanities and social science courses taught in Spanish at the Foreign Student Study Center of the University of Guadalajara. All students live in a homestay where they take their meals.

Gettysburg in Spain (Advanced Program): This academic year or semester program in Seville offers students who have completed Spanish 301 the chance to take a variety of humanities and social science courses taught in Spanish. The IUS Center, where the program is based, is located in the city center. All students live in a homestay where they take their meals. Courses are available in language, literature, conversation, grammar, history, civilization, economics, politics, and other humanities and social sciences.

Gettysburg in Spain (Intermediate Program): This fall semester program is specifically designed for students who have completed Spanish 101–102 (or 103–104) and enables them to complete intermediate level Spanish (201–202) in one semester. A Gettysburg College professor of Spanish accompanies the group and teaches two of the courses. Also located at the IUS Center in Seville, this program is popular with Gettysburg students. All students live in a homestay where they take their meals. All students take a set four-course program, which includes two Spanish language classes, literature, and Spanish civilization. Offered during even-numbered years.

Gettysburg in Washington, D.C. through Lutheran College Washington Consortium: Students earn a full semester of academic credit by participating in an internship in Washington (four days

per week), two academic courses, community service projects, and program excursions in virtually any field of study. Students live in fully furnished condominiums located across the Potomac River from Washington—a two-minute ride on the metro system into the city center. Internships are available in virtually any field. A variety of interdisciplinary courses are offered, from which students choose two.

Gettysburg in Washington, D.C. through American University: Students earn a full semester of academic credit by participating in an internship in Washington, (two days per week) and two academic courses in virtually any field of study. All students live in a double room on the Tenley campus of American University, and take their meals at the Tenley cafeteria. All students take a seminar associated with their program (2 course units), and an internship (1 course unit). Most students write a research paper associated with their internship (1 course unit). Some students opt to take a night course at American University in lieu of the research paper (1 course unit).

Gettysburg at the United Nations through Drew University: This program offers students the opportunity to learn about the UN by being there. Students spend Tuesdays and Thursdays in New York attending presentations. In addition, students take two elective courses at the Drew campus in Madison, New Jersey, and have the option of doing an internship as well. All students live in Drew University residence halls, and take meals on the Drew campus. Students take two required courses (PolSci 170: The United Nations System and the International Community, and PolSci 172: Research Seminar on the United Nations), plus two electives from Drew's regular course offerings.

Gettysburg at the Marine Biological Laboratory in Woods Hole Massachusetts: This Semester in Environmental Science program at the Marine Biological Laboratory (MBL) in Woods Hole, Massachusetts emphasizes inquiry-based learning through student participation in laboratory and research projects. Woods Hole is located on Cape Cod, near Falmouth. All students live at the MBL in shared rooms. Students take their meals at the MBL restaurant. All students take a Terrestrial Core Lecture and Lab (1 course unit), an Aquatic Core Lecture and Lab (1 course unit), an elective course

(.75 course unit), a Science Writers Seminar (.25 course unit), and an independent research project (1 course unit).

Gettysburg at Duke Marine Laboratory: This fall or spring semester program allows students to study and conduct research at the Marine Laboratory, which is a campus of Duke University (near Beaufort) that focuses on the marine sciences, coastal environmental management, and marine bio-medicine. Students can also participate in the spring semester program, which spends one half of the semester at the Marine Laboratory and the other half at the Bermuda Biological Station for Research in Ferry Reach, Bermuda. Students live in shared rooms in a residence hall at the Marine Laboratory, and take their meals at the dining hall.

Gettysburg College Suggested Programs

Gettysburg College students have also participated in programs in Austria, Belgium, Bolivia, Botswana, Brazil, Bulgaria, Canada, Chile, Costa Rica, Czech Republic, Dominican Republic, Ecuador, Egypt, Ghana, Hungary, India, Indonesia, Ireland, Israel, Jamaica, Kenya, Korea, Morocco, Namibia, Nepal, New Zealand, Niger, Norway, Poland, Scotland, South Africa, Sweden, Switzerland, Tanzania, Thailand, Venezuela, Vietnam, Wales, and Zimbabwe.

Other Off-Campus Opportunities

Consortium Exchange Program: The academic program is enriched by the College's membership in the Central Pennsylvania Consortium (CPC), consisting of Dickinson, Franklin and Marshall, and Gettysburg Colleges. The Consortium provides opportunities for exchanges by students and faculty. Students may take a single course or enroll at a Consortium College for a semester, or a full year. A course taken at any Consortium College is considered as in-residence credit. Interested students should consult the registrar.

Lutheran Theological Seminary Exchange: Gettysburg College students are eligible to take up to four courses at the Lutheran Theological Seminary, also located in Gettysburg. The Seminary offers course work in biblical studies, historical theological studies, and studies in ministry. Interested students should consult the registrar.

Wilson College Exchange: Gettysburg College offers an exchange opportunity with Wilson College, an area college for women, with course offerings that

supplement Gettysburg's offerings in communications, women's studies, dance, and other creative arts. Students may take a single course or enroll as a guest student for a semester or a full year.

SPECIAL INTEREST PROGRAMS

Students may petition the Academic Standing Committee for permission to take courses at another college, university or study site that offers a program in a special interest area not fully developed at Gettysburg College. Examples of special interest areas are urban studies, nutrition, media and communication, journalism, and peace studies. Interested students should consult the Office of the Registrar.

DUAL-DEGREE PROGRAMS

For all of our Dual-Degree programs, once Gettysburg students apply for and are accepted to an affiliated university, they become students of that university. Students who qualify for financial aid at Gettysburg College are not guaranteed a similar financial aid package at our affiliated universities. Financial aid at the affiliated university must be applied for directly through that university. All other services will also be provided by that university.

Engineering

This program is offered jointly with Columbia University, Rensselaer Polytechnic Institute (RPI), and Washington University in St. Louis. Students spend either three or four years at Gettysburg College, followed by two years at one of these institutions. Upon successful completion of the program, the student is awarded the bachelor of arts degree from Gettysburg and the bachelor of science degree in an engineering discipline from one of the three affiliated universities. American students who qualify for financial aid at Gettysburg College will usually be eligible for similar aid at the engineering affiliate universities. International students who qualify for aid at Gettysburg are not guaranteed financial aid, although it is sometimes available.

Candidates for this program have an adviser in the physics department. Normally, a student will be recommended to Columbia, RPI, or Washington University during the fall semester of the junior year. Students must have a minimum of a 3.0 grade point average in

order to be recommended, except for students interested in electrical engineering, who are required to have a 3.3 average for recommendation.

The specific courses required for admission by each affiliated institution vary and students should schedule courses in close cooperation with the Engineering Adviser at Gettysburg. All dual-degree engineering students must take Physics 111, 112; Mathematics 111, 112; Chemistry 107, 108; and Computer Science 111. All dual-degree engineering students must complete the Gettysburg College distribution requirements while at Gettysburg.

Nursing

The College has a five-year program under which students spend three years at Gettysburg and two at Johns Hopkins University School of Nursing in Baltimore. At the end of the fourth year of study, students complete requirements for a B.A. degree from Gettysburg College; at the end of the fifth year, students receive a B.S.N. degree from Johns Hopkins University. Students interested in this program should contact the Coordinator of Advising for Medicine and the Allied Health Professions.

Optometry

Pennsylvania College of Optometry (PCO) and the State University of New York (SUNY) College of Optometry offer admission into the program leading to the Doctor of Optometry to students from Gettysburg at the end of the junior year, provided that all prerequisites are met. At the conclusion of the first year at PCO or SUNY, students receive the baccalaureate degree from Gettysburg College and, after seven years of undergraduate and professional study, the Doctor of Optometry from the Pennsylvania College of Optometry or the State University of New York College of Optometry. Students who qualify for early admission to one of these programs will be recommended by the Medicine and Allied Health Professions Committee at Gettysburg College and will be required to interview at the Pennsylvania College of Optometry or the State University of New York College of Optometry during the spring term of the junior year.

Forestry, Environmental Studies, and Earth Science

In addition to its own Department of Environmental Studies, the College offers a dual-degree program with Duke University

leading to graduate study in natural resources and the environment. Students earn a bachelor's and master's degree in five years, spending three years at Gettysburg College and two years at Duke University's Nicholas School of the Environment and Earth Science. Students must fulfill all distribution requirements by the end of the junior year. Course work at Duke will complete the undergraduate degree requirements for the B.A. at Gettysburg College. Duke will award the professional degree of master of forestry or master of environmental management to qualified candidates at the end of the second year.

During the first semester of the junior year at Gettysburg College, the student must notify the Environmental Studies chairperson and file with the Registrar a petition for off-campus study during the senior year. All applicants are urged to take the verbal and quantitative aptitude tests of the Graduate Record Examination in October or December of their junior year. The student should apply to Duke University's Nicholas School of the Environment and Earth Science and upon acceptance send the Environmental Studies department a written request for permission to substitute the Duke courses for the student's remaining requirements.

All students contemplating this cooperative program should take at least one year of courses in each of the following: biology, mathematics (including calculus), economics, statistics, and computer science. In addition, organic chemistry is a prerequisite for the ecotoxicology program and ecology for the resource ecology program. Please note that this is a competitive program and students are expected to have good quantitative analysis and writing skills.

Students begin the program at Duke in late August and must complete a total of 48 units, including a master's degree project, which generally takes four semesters.

Some students may prefer to complete the bachelor's degree before undertaking graduate study at Duke. The master's degree requirements for these students are the same as those for students entering after the junior year. All credit reductions are determined individually and consider both the student's educational background and objectives.

PREPROFESSIONAL STUDIES

Prelaw Preparation

Students planning a career in law should develop the ability to think logically, analyze critically, and to express verbal and written ideas clearly. In addition, the prospective law student needs a wide range of critical understanding of human institutions. These qualities are not found exclusively in any one field of study. They can be developed in a broad variety of academic majors. It should be noted that a strong academic record is required for admission to law school.

Students are encouraged to contact the College Prelaw advisor, Professor Kenneth Mott, and to visit the Internship and Prelaw Center located in the Center for Career Development, 53 W. Stevens Street. The Center maintains a library of resources, including LSAT and prep course materials, computerized programs, videos, and law school catalogues. Further, the College maintains a Prelaw Web Page with much helpful information and links to additional resources. Students with an interest in the legal profession are encouraged to become members of the student-run Law and Justice Society, which sponsors speakers, panel discussions, and other sources of law-related information. Finally, an inexpensive but highly valuable Prep Course for the LSATs is routinely offered on campus in April of each year, and students are strongly encouraged to take advantage of this opportunity in their junior year.

Preparation for Health Professions

The Gettysburg College curriculum provides the opportunity, within a liberal arts framework, for students to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine, as well as several allied health schools. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 111 (or 101), 112; Chemistry 107, 108; Chemistry 203, 204; Physics 103, 104 (or 111, 112). Most schools require or strongly recommend courses in mathematics (calculus, statistics, and/or computer science)

and English (composition and literature), but few specify course sequences. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is essential to have completed or be enrolled in these courses by the spring of the year when the tests are taken. While most students who seek recommendation for admission to health professions schools major in biology, chemistry, or biochemistry and molecular biology, the requirements can be met by majors in most other subjects with careful planning of a student's program. Students are encouraged to choose solid electives in the humanities and social sciences and to plan their programs in consultation with their major advisers or a member of the Medicine and Allied Health Professions Committee.

Recommendations for admission to health profession schools are made by the Medicine and Allied Health Professions Committee. For students planning to enter medical school immediately after graduation from college, this occurs in the spring of the junior year. Students seeking admission to these professional schools must also take one of the following national admissions examinations: MCAT (medical), DAT (dental), GRE (veterinary) or OAT (optometry). The Medicine and the Allied Health Professions is composed of five faculty members with the Coordinator of Advising for Medicine and the Allied Health professions acting as chairperson. Admission to medical school is very competitive and is based on several criteria: cumulative and science grade point averages, scores on standardized tests, demonstrated leadership skills, evidence of a willingness to help others, work or volunteer experience in a medical setting, the letter of recommendation from the committee, and an interview at the medical school.

If a student chooses not to attend medical school immediately after college or is not accepted to medical school on first try, it is not uncommon to apply successfully a few years after graduation. These intervening years must, however, be spent in meaningful activity—work in a hospital, additional course work, or the Peace Corps, for example—in order to retain or improve one's competitive standing.

Drexel University's Graduate School of **Physical Therapy** offers early acceptance to students from Gettysburg College who meet the criteria for admission into the doctoral degree program. Students may major in any department, although a major in biology or health and exercise sciences is most common. Regardless of major, eight science courses in three different departments (biology, chemistry and physics), two courses in psychology, one course in statistics and five courses in the humanities and social sciences are required. Also required are a minimum cumulative grade point average, a minimum score on the Graduate Record Exam, and significant work or volunteer experience in physical therapy. Students who are eligible for early admission to the program will be recommended by the Pre-Health Professions Committee at Gettysburg College and are required to interview at Drexel University prior to acceptance.

Gettysburg College also has Cooperative Programs in **Nursing** with the Johns Hopkins University and in **Optometry** with Pennsylvania College of Optometry and the State University of New York College of Optometry.

The Medicine and Allied Health Professions Committee holds periodic meetings to explain requirements for admission to health professions schools, to bring representatives of these schools to campus to talk to students, and to explore issues of interest to the medical professions. In the office of the Coordinator of Advising for Medicine and the Allied Health Professions is a collection of materials about the health professions. It includes information about admissions requirements, guidebooks on preparing for national admissions examinations, catalogues from many health professions schools, and reference materials on fields such as medicine, dentistry, veterinary science, optometry, pharmacy, podiatry, physical therapy, public health, and health care administration.

Teacher Education Programs

Gettysburg College has education programs in secondary school subjects, elementary education, music education, and health and physical education. All are competency based and have received accreditation from the Pennsylvania Department of Education. (See *Education under the Courses of Study listings*.) The education department also maintains a Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers.

Employment prospects in teaching continue to be good, and the projected annual demand for hiring of all teachers is expected to rise. According to research reported by the American Association for Employment in Education, for the 8th consecutive year no teaching fields were reported in the category of considerable surplus. All special education fields, as well as math, science, bilingual education, and ESL, continue to report shortages of educators. Of the reporting Class of 2002 certified Gettysburg College graduates who sought teaching positions, 99% were teaching or in education-related occupations during the following academic year; 38% of the graduates were employed in education positions in Pennsylvania and 62% were employed outside of the commonwealth. The reported average salary for those certified through the program at Gettysburg College was \$29,000.

Praxis scores for Gettysburg College's teacher education program completers for the 2001–2002 academic year were as follows:

Basic skills: 99% pass rate.

Principles of Learning and Teaching: 96% pass rate.

Subject Matter Specialty Areas: 100% pass rate.

Gettysburg College was ranked in the second quartile of all teacher preparation programs in Pennsylvania.

REGISTRATION

Students must be registered officially for a course in order to earn academic credit. The registrar announces the time and place of formal registration. By formally completing registration, the student pledges to abide by College regulations. ♦ Students may also enroll in a course for credit during the first twelve days after the beginning of the semester. Students may not enroll in a course after the twelve-day enrollment period.

Many departments establish limits to class enrollments in particular courses to insure the greatest opportunity for students to interact with their instructors and other students. As a result, students cannot be assured of enrollment in all of their first choice courses within a given semester.

The College may withdraw a student from classes and withhold transcripts and diplomas for failure to pay college charges. The College may deny future enrollments for a student with a delinquent account.

THE GRADING SYSTEM

Courses are normally graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing). Instructors may modify their letter grades with plus and minus signs.

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale.

A+	4.33	C	2
A	4	C-	1.67
A-	3.67	D+	1.33
B+	3.33	D	1
B	3	D-	0.67
B-	2.67	F	0
C+	2.33		

A student's accumulative average is computed by summing his or her quality points and dividing by the number of course units taken. The average is rounded to the second decimal place.

The College reserves the right to make changes and adjustments in the grading system even after a student enrolls.

The College offers a satisfactory/unsatisfactory grading option. This option is intended to encourage students to be adventurous intellectually in

courses with subject matter or approaches substantially different from their prior academic experience or attainment. An S signifies satisfactory work, and is given if a student performs at the C- level or higher; a U signifies unsatisfactory work, and is given for work below the C- level. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count toward the total number of courses needed for graduation. A student may elect to take a total of six courses on an S/U basis during his or her four years at Gettysburg College; however, no more than two S/U courses may be taken in any one year. This grading option may not be selected for Liberal Arts Core requirements for graduation, or for courses taken in a student's major field. Exceptions may be made with regard to the major in cases where a department specifies that a particular course is available under the S/U grading system only, and in cases where the student declares the major after taking the course. A student must choose the S/U grading option during the first twelve class days of the semester.

Students who enroll in Education 476: Student Teaching may take an additional course under the S/U option during the senior year, provided that their total number of S/U courses does not exceed six.

When a student registers for and completes a course which he or she has already taken at Gettysburg College, both the credit and the grade previously earned are canceled, but they are not removed from the permanent record. The credit and grade earned in repeating the course are counted toward the student's requirements.

A grade of Inc (Incomplete) is issued through the Academic Advising Office when emergency situations, such as illness, prevent a student from completing the course requirements on time. The missing work must be completed by the end of the add/drop deadline of the semester following the one in which the incomplete was incurred.

A student who *withdraws* officially from a course after the twelve-day add/drop period, but within the first eleven weeks of the term, receives a W (withdraw) grade. If a student withdraws from a course during the last five weeks of the semester, he or she will receive an F (failure) in the course. A student who withdraws officially for medical reasons receives a W regardless of the time of withdrawal. The W grade is not used in computing averages.

ACADEMIC LEVEL

A student's academic level or class year is determined on the basis of the number of course units completed for the degree according to the following listing:

<u>Class Year</u>	<u>Units</u>
First Year	6 or fewer
Sophomore	7–14
Junior	15–23
Senior	24 or more

TRANSFER CREDIT

Beginning with the fall 2004 semester, to insure that a full load under another credit system equates to a full load at Gettysburg College, the following conversion scheme applies to students presenting more than three transfer course credits for evaluation:

<u>Sem. Hrs.</u>	<u>G'burg Units</u>	<u>Qtr. Hrs.</u>	<u>G'burg Units</u>
4	1.00	6	1.00
3	.80	5	.80
2	.50	4	.65
		3	.50

After enrolling at Gettysburg College, students may use a maximum of three course credits toward the degree for work taken at other colleges if such courses have first been approved by the registrar. Course credit, but not the grade, transfers to Gettysburg College if the grade earned is a C– or better. This transfer option is not available to those who receive three or more transfer course credits at the time of admission or readmission to the College.

This course credit limitation does not apply to Central Pennsylvania Consortium courses or off-campus study programs approved by the Academic Standing Committee.

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college-level completed elsewhere by a student. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for exemption to the registrar. They should be prepared to demonstrate their competence on the basis of their academic record, Advanced Placement Examination results of the College Board, or examinations administered by the department concerned. Decisions on exemption and credit rest with the department and the registrar.

Students may satisfy the foreign language requirement in a language not regularly offered at Gettysburg College by demonstrating achievement at the intermediate-level through transfer credit, by examination, through independent study with a Gettysburg College faculty member, or through an approved exchange program with the Central Pennsylvania Consortium. International students who have learned English as a second language may satisfy the requirement with their primary language.

ACADEMIC STANDING

Students generally maintain an academic record that will enable them to complete the requirements for graduation in the normal eight semesters. To be in good academic standing a student must have at least a 2.00 accumulative average, a 2.00 average for the semester, a 2.00 average in the major field of study by the end of the junior year and during the senior year, and be making appropriate progress in acquiring the credits and completing the various requirements for graduation. Students who do not meet these standards will be given a warning, placed on academic probation, placed on suspension alert, or be suspended or permanently dismissed from the College.

The student who falls below the following minimum standard is considered to be making unsatisfactory progress and is either placed on suspension alert, suspended, or permanently dismissed: for the first year—1.50 GPA and six course units completed; for the second year—1.80 GPA and thirteen course units completed; for the third year—1.90 GPA and twenty course units completed; for the fourth year—2.00 GPA and twenty-six course units completed; and for the fifth year—2.00 GPA and thirty-two to thirty-

five course units completed. First-year students may be suspended after one semester if their GPA is 1.00 or below.

In addition to these minimum standards, a student on probation must show significant improvement during the following semester in order to remain at the College. Normally, a student may not remain at the College with three consecutive semester averages below 2.00.

Students receiving some forms of financial aid must maintain minimum progress toward achieving a degree in order to remain eligible for such aid. (*See the Financial Aid section of this catalogue for a more complete discussion of appropriate progress.*)

Students on academic probation or suspension alert are permitted to participate in extra-curricular activities at the College. Students in academic difficulty, however, are reminded that their first priority is the academic program and that they must therefore give careful consideration to time commitments and responsibilities associated with extracurricular activities. Students on academic probation or suspension alert are urged to consult with their faculty advisors and the deans of Academic Advising about curricular and extracurricular choices.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal program consists of eight courses per year, with four courses in one semester and four in the other. (Thus, a student will complete graduation requirements in four years of full-time academic work in the September-through-May academic year.) A minimum of sixteen course units must be taken at Gettysburg College or in an approved College program. The last full year of academic work must be completed as a full-time student. Unless given approval, students may not complete requirements as part-time students during their last semester of residence.

Students proposing to complete graduation requirements in less than four full years must have their programs approved by the Academic Standing Committee through the Office of the Registrar. Such approval should be sought at least a year before the proposed completion of requirements.

A full-time student for academic purposes is one carrying a minimum of three courses during a

semester. No student who is a candidate for a degree may take fewer courses than this without permission of the Academic Standing Committee.

After the first semester, students may enroll in five courses in any two semesters without petitioning for the right to do so; after two such five course unit enrollments, students will have to petition to overload. For the purposes of determining a full load of four courses, summer internship credit recorded in a subsequent semester will not count. The four course load will apply to study abroad programs. In all cases, students will be allowed to pre-register for only four one-unit courses, and those eligible for an overload may add a fifth course unit during the start-of-term registration period.

Majors and minors in music and majors in health and physical education must take quarter courses, in addition to the normal course load. Other students may take quarter courses in applied music, with the approval of the music department at an additional charge.

A student may audit informally any College course with the permission of the instructor. No charge will be made for such an audit and no record of auditing will appear on the student's transcript.

The College offers a limited opportunity for students to register for and complete a course of study during the summer. Primarily these are individualized study or internship courses and are arranged through academic departments.

TRANSCRIPTS

The College supports students in their candidacy for graduate or professional school admission or in their search for appropriate employment by providing a responsive transcript service. Requests for transcripts must include the student's written signature and should be directed to the Office of the Registrar. This office prepares transcripts twice a week. There is no charge for this service unless special handling is required. The College reserves the right to deny a student's request for a transcript when there is a debt or obligation owed to the College or when there is an unresolved disciplinary or honor code action pending against the student.

WITHDRAWAL, LEAVE OF ABSENCE, AND READMISSION

Students may withdraw from the College for medical or personal reasons if they anticipate an absence of more than one semester. Students who withdraw voluntarily should arrange for an exit interview with a member of the Office of Academic Advising prior to leaving the College.

Students who wish to take a semester off for medical or personal reasons may request a one-semester Leave of Absence. A Leave of Absence for personal reasons must be approved by the Academic Standing Committee. Students should contact the Office of Academic Advising for information and application forms.

A student whose physical or mental health is too impaired to complete all courses during a semester may seek a medical withdrawal from some courses and finish the semester with less than a regular full load, may take a full withdrawal from the College, or may be granted a Leave of Absence. The dean of Academic Advising oversees these requests, and students should confer with a dean in the Office of Academic Advising in developing them. Students whose requests for medical withdrawal or leave are approved will be granted grades of "W" for courses from which they are withdrawing.

All requests for medical withdrawal or leave require the recommendation of the College's Health or Counseling care providers. In addition, before a student who has been granted a partial or full medical withdrawal or leave returns to full-time study, the College's health care providers must be satisfied, through communication with the student's attending physician, psychiatrist, or therapist, that the student is ready to resume a full academic program by the designated time for return. If, based on medical considerations, there is reason to limit a student's course load or physical activity, a recommendation for such should be noted in the communications to the College's health care providers from the student's attending physician, psychiatrist, or psychologist. A personal interview with a member of the College's health care providers may also be required.

Students who have been granted a Leave of Absence should notify the Office of Academic Advising of their desire to return by November 1 for the spring semester and by June 1 for the fall semester.

Conditions for applying for readmission after withdrawal are set out in the letter sent to students establishing their withdrawal. Statements of these conditions, as well as forms for those seeking readmission, are available from the Office of Academic Advising. Normally, application and all supporting materials should be submitted to the Office of Academic Advising for review by the Academic Standing Committee by November 1 for the spring semester and by June 1 for the fall semester.

Required Withdrawal for Academic or Disciplinary Reasons

Students who are suspended for academic reasons normally are not eligible to return until one academic year has elapsed. Students who are suspended for disciplinary reasons are eligible to apply for readmission at the end of the time period specified in the suspension. The conditions for applying for readmission after suspension are set out in the letter sent to the student establishing the required suspension. Statements of these conditions, as well as forms for those seeking readmission, are available from the Office of Academic Advising. Applications should ordinarily be submitted by April 15 for the fall semester or by November 15 for the spring semester. Students who have been suspended from the College for academic reasons for a second time are not eligible for readmission.

Financial Aid Upon Readmission

Students who have withdrawn, have been suspended, or have taken a Leave of Absence and who desire Financial Aid upon their return must complete all financial aid applications by the normal financial aid deadlines.

Academic Status Upon Return or Readmission

Students who withdraw or take a Leave of Absence will return to the College with the same academic standing status as when they left—except those who have been suspended for academic reasons, who will return on academic probation.

GRADUATION HONORS AND COMMENCEMENT

The College awards the following honors to members of the graduating class. These senior honors are intended for students with four years of residence at Gettysburg College; grade point average computations are based on four years' performance.

- Valedictorian — to the senior with the highest accumulative average.
- Salutatorian — to the senior with the second highest accumulative average.
- Summa Cum Laude — to those seniors who have an accumulative average of 3.75 or higher.
- Magna Cum Laude — to those seniors who have an accumulative average of 3.50 through 3.74.
- Cum Laude — to those seniors who have an accumulative average of 3.30 through 3.49.

The Academic Standing Committee may grant the above honors to students with transfer credit if they have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and have presented excellent transfer grades. To arrive at a decision, the Committee will factor in all grades earned at other institutions and during off-campus study programs.

In addition to the above, departments may award Departmental Honors for graduating seniors based upon their academic performance in a major field of study. Departmental Honors are awarded to transfer students on the same terms as to other students, as computation for this award is not necessarily based on four years in residence at Gettysburg College.

Participation in the May Commencement exercises shall be limited to those students who have completed all graduation requirements by that Commencement ceremony.

DEANS LISTS

The names of those students who attain an average of 3.60 or higher for the semester are placed on the Deans Honor List in recognition of their academic achievements. Also, those students who attain an average from 3.30 to 3.59 are placed on the Deans Commendation List. To be eligible for these honors, students must take a full course load of at least four courses,

with no more than one course taken under the S/U grading option during that semester (except for students participating in the Lutheran College Washington Semester program, who may take two units S/U). First-year students who attain an average of 3.00 to 3.29 are placed on a First-Year Recognition List for commendable academic performance in their first or second semester.

PHI BETA KAPPA

Phi Beta Kappa, founded in 1776, is the oldest Greek-letter society in America and exists to promote liberal learning, to recognize academic excellence, and to support and encourage scholars in their work. The Gettysburg College chapter was chartered in 1923 and is today one of 255 Phi Beta Kappa chapters in American colleges and universities, twenty of which are in Pennsylvania. The Gettysburg College chapter elects to membership about five to ten percent of the senior class who have distinguished academic records and exhibit high moral character and intellectual curiosity. Election to Phi Beta Kappa is perhaps the most widely recognized academic distinction in American higher education.

ALPHA LAMBDA DELTA

Alpha Lambda Delta is a national society that honors academic excellence during a student's first year in college. It has 214 chapters throughout the nation. The purposes of Alpha Lambda Delta are to encourage superior academic achievement among students in their first year in college, to promote intelligent living and a continued high standard of learning, and to assist women and men in recognizing and developing meaningful goals for their roles in society. Alpha Lambda Delta membership is open to Gettysburg College students who attain a grade point average of 3.50 or higher during their first year.

OTHER ACADEMIC HONORARY SOCIETIES

The College promotes excellence in the academic program by supporting the following honorary societies for students with outstanding academic records in a particular major or area of study.

Alpha Kappa Delta: International sociology honor society, open to students who have taken at least four courses in sociology and have a GPA of 3.2 or better in sociology and a 3.0 overall GPA.

Delta Phi Alpha: National honorary society that recognizes excellence in the study of German, provides incentives to higher scholarship, and promotes the study of the German language, literature, and civilization.

Eta Sigma Phi: Classics honorary society for students who have taken at least two courses in the classic department with a B or better average and who are enrolled in an additional classics course.

Omicron Delta Epsilon: Honorary society for majors in economics with proven intellectual curiosity and integrity, enthusiasm for the discipline, and with a minimum of four courses in economics with an average of at least 3.0 in the major and overall.

Phi Alpha Theta: Honorary society that recognizes academic achievement in history and that actively carries on dialogue about history related issues outside the classroom.

Phi Sigma Iota: Romance Languages honorary society, for juniors and senior majors in French and/or Spanish with at least a B average in the major and overall.

Pi Lambda Sigma: National honorary society for majors in management, economics, and political science with at least five courses in their major with a GPA of 3.1 or better.

Pi Sigma Alpha: Nu Psi chapter of the national political science honor society for junior and senior majors in political science. To qualify for membership, a student must meet the following criteria: a 3.0 grade point average overall, a 3.2 grade point average in the major, completion of four courses in the major, and rank in the top third of his or her class. Student officers administer the organization and plan programs as well as social events.

Psi Chi: Honorary society in psychology that serves to advance the science of psychology; for students who have completed a minimum of three courses and are enrolled in their fourth and who have achieved an average of at least 3.0 in the major and overall.

Sigma Alpha Iota: International society for women in music, advocating and encouraging excellence in scholarship, advancement of the ideals and aims of the Alma Mater, and adhering to the highest standards of citizenship and democracy.

Each year the registrar's office issues a listing of courses to be taught during the fall and spring semesters and the times they will be taught. Students should consult this announcement of courses to obtain the most current information about course offerings, as the College does not offer every course listed in the following pages each year.

Courses numbered 100–199 are usually at a beginning level. Intermediate courses are numbered 200–299. Courses numbered 300–399 are at an upperclass level. Courses numbered 400 and above are advanced seminars, internships, and individualized studies.

Courses with two numbers, e.g., VAH 111,112, span two semesters. For courses separated by a hyphen, the first numbered course must be taken as a prerequisite for the second. Where the two numbers are separated by a comma, either of the semesters of the course may be taken independently of the other.

LIBERAL ARTS CORE REQUIREMENTS

Following is a listing of the courses that satisfy each of the Liberal Arts Core requirements. For more information, refer to the department introductions and course listings on the following pages.

Requirements and Courses That Fulfill the Requirements

The Arts

African American Studies 247; English 205; Film, all courses; IDS 214, 267; Music 101–112, 141, 212, 213, 214, or, with departmental permission, four semesters of applied music instruction with a capstone research project or paper. Theatre Arts, all courses except 214, 328, 329; Visual Arts, all courses.

Humanities

African American Studies 130, 217, 230, 233, 236, 272, 331; Asian Studies 220, 221, 238, 247, 250, 271, 272; Civil War Era Studies 205; Classical Studies, all 100- & 200-level courses (not Greek or Latin language courses); all French, German, Greek, Italian, Latin, and Spanish literature and civilization courses. English, all courses except 101, 102, 201, 203, 205, 300–309; History, all courses; IDS 103, 104,

161, 211, 223, 241, 243, 244, 246, 247, 249, 260, 272; Italian 260, 270; Latin American Studies 140, 147, 220–229, 261; Philosophy, all courses except 103 and 211; Religion, all courses; Theatre Arts 214, 328, 329; Women's Studies 216, 217, 219, 220, 221, 251.

Natural Sciences

All 100-level courses in astronomy, biology, chemistry, and physics; Environmental Studies 121–130.

Social Sciences

African American Studies 245, 265; Anthropology, all courses except 300-level methods course; Asian Studies 150, 255; Economics 103, 104, 211–215, 254; Latin American Studies 262, 267; Political Science, all courses except 215; Psychology, all 100- and 200-level courses except 205; Sociology, all courses at the 100- or 200-level; Spanish 330, 331; Women's Studies 222, 226.

Foreign Language

Chinese 202; French 202; German 202, 204; Greek 202; Italian 202; Japanese 202; Latin 202; Spanish 202, 204.

Quantitative Reasoning

Biology 260; Computer Science 103, 111; Economics 241; HES 332, 342; Mathematics, all courses; Philosophy 211; Political Science 215; Psychology 205; Sociology 303.

Writing Proficiency

English 101, 102, 111.

Non-Western Culture

African American Studies 130, 230, 233, 236, 272, 331; Anthropology, 103, 106, 220, 227, 228, 232, 234–237, 301; Asian Studies 150, 220, 221, 238, 247, 250, 255, 271, 272; Economics 212, 213, 250, 253; Film 261, 375; French 331; History 104, 221–224, 271, 272, 346, 373; IDS 268; Music 102, 112, 212; Philosophy 223, 240; Political Science 265, 270, 271, 362, 363; Religion 226, 241, 244, 248, 249, 251, 252, 254, 256, 270, 271, 340, 352; Visual Arts 131, 227, 228, 234, 235; Women's Studies 213, 219, 226.

FIRST-YEAR SEMINARS

First-Year Seminars are an array of specially designed courses offered only to first-year students. Participation in these seminars is not required, nor is enrollment in them guaranteed. All seminars have small enrollment, focus on a special or narrow topic, emphasize active and collaborative learning, and are usually conducted in a residential college setting. They may fulfill a general education requirement; serve as an alternative introduction to the methods and problems of a discipline and count toward a major; or be an interdisciplinary elective. While the focus of each seminar is different, all seminars require students to analyze and discuss course content. Among the skills taught are writing, speaking, research methods, and quantitative reasoning.

Instructors from a wide variety of disciplines teach First-Year Seminars in sections of no more than 16 students each. Most First-Year Seminars are offered in the fall semester.

AFRICAN AMERICAN STUDIES

Mwangi wa Githinji, Coordinator

Overview

African American studies is the systematic study of African life—both diasporan and continental. As a structured discipline, African American studies focuses on the myriad expressions of African cultures, incorporating several fundamental paradigms and methodological approaches that inform its inquiry into the history and contemporary dimensions of African traditions.

The objective of the African American Studies Program is to contribute to the intellectual depth and breadth of a well-rounded liberal arts education. It endeavors to provide a solid grounding in alternative philosophical traditions—an essential orientation in an increasingly globalized world. The African American Studies Program seeks to familiarize students with alternative epistemological approaches, theories, and paradigms that better conceptualize, explain, and incorporate the contemporary interests and concerns of the majority of the world's peoples and their societies. African American studies provides a more profound understanding of the social realities, experiences, and continuing contributions to human civilization of the peoples of African descent and heritage.

The African American Studies Program emphasizes the social sciences and humanities, and may include a range of courses, as well as opportunities for independent and off-campus study in Africa.

Requirements and Recommendations

Individual Major in African American Studies

Students intending to pursue an individual major in African American studies must submit a proposal for their individual plan of study to African American Studies and the Committee on Interdisciplinary Studies. The proposed program must be an integrated plan of study that incorporates course work from a minimum of two departments or fields. An individual major must include a total of ten to twelve courses, no fewer than eight of which must be above the 100-level; three or more courses at the 300-level or above; and a 400-level individualized study course, which is normally taken during the senior year. Students should consult with the coordinator in the first or second year of studies.

Liberal Arts Core Requirements

AAS 130, 217, 224, 230, 233, and 331 fulfill the Liberal Arts Core requirement in humanities. AAS 247 satisfies the Liberal Arts Core requirement in the arts. AAS 245, 265, and 266 fulfill the liberal arts requirement in social sciences. AAS 130, 230, 233, and 331 fulfill the non-Western culture requirement.

African American Studies Minor

Students wishing to minor in the program are required to complete six courses: AAS 130, AAS 331, an AAS Individualized Study course, and three other core-affiliated courses. Students wishing to minor in African American studies should consult with the coordinator.

CORE COURSES

130 Introduction to African American Studies

Introduction to African American experiences with an interdisciplinary approach and attention to the broad context of the African Diaspora and the influence of African world views and cultures. Students consider the range of responses by African Americans at the intellectual, cultural, political, and social levels.
Ms. Barnes, Mr. Chiteji, Mr. Hancock

217 Slavery and the Literary Imagination Study of various forms of discourse on American chattel slavery—emancipatory narratives written by ex-slaves; slave narratives recorded by WPA

writers; socio-historical essays; neo-slave narrative written by contemporary novelists; poetry, ballads, spirituals and folklore. Students examine the experiences of the middle passage, chattel slavery, and emancipation, as described by African American writers.

Ms. Barnes

224 Religions of African Americans Examination of the religious traditions of black Americans from "slave religion" to the present. Course focuses on the religious beliefs of African Americans and the ways those beliefs have been used to develop strategies to achieve freedom and justice. Subjects covered include the influence of African religion, African American religious nationalism, Pentecostalism, spirituals and gospel music, and the Civil Rights movement. Offered in alternate years.

Staff

230 Introduction to African Studies Introduction to the study of the history and culture of various regions and groups in Africa. Course focuses on history and culture and how these have been portrayed from different intellectual perspectives. Topics include African philosophical beliefs; an examination of the slave trade, the participants, and its impact; political traditions and systems in Africa; and economic systems and the impact of, and resistance to, imperialism.

Mr. Mwangi

233 Southern African: History, Conflict, and Change Introduction to a dynamic, yet conflict-ridden part of the African continent. Course focuses on characteristics of the precolonial societies and the nature of their early contact with the European settlers in the seventeenth century, the triumph of the white immigrants over indigenous Africans, the emergence of South Africa as a regional economic power, and the social contradictions that have come to characterize what is now called the Republic of South Africa. A subject of special attention will be the internal and external opposition to racial oppression.

Mr. Chiteji

245 Slavery in the Southern United States Study of slavery in the U.S. South, both as a sociocultural and an economic institution. Focus is on the origins of slavery and racism, mechanisms of enslavement, African American responses to slave status, unique burdens of the

female slaves, and institutional structures of the slave community. Course examines several major controversies involving historical interpretation and plantation reality, as well as economic cost and benefits of the emancipation to the African Americans.

Staff

247 African American Traditional Music Study of the history of African American musical traditions. Course begins with a brief survey of African antecedents and covers both spirituals and secular music of the slavery period, work songs, ballads, blues, ragtime and jazz, gospel music, rhythm and blues, and beginnings of rock 'n roll. Primary focus is on musical elements of these traditions, their meaning in a cultural context, the ways in which this music differs from white music and reflects an Afrocentric consciousness, and the influence this music has had on American music. Previous musical knowledge is not required.

Mr. Winans

250–260 Topics in African American Studies Rigorous, detailed examination of the philosophical and intellectual traditions that shape a common social heritage shared by Africans and African Americans. Course assumes a cultural perspective toward human organization to understand the social dimensions of the historical and contemporary ordering and governance of African life by systems of religious, economic, and educational thought.

Staff

265 African American Social Movements Study of political movements that have developed within African American communities of the U.S., and, in some instances, spread throughout the African diaspora. Students examine such movements from the colonial era through the twentieth century in an effort to trace both change and continuities in thought and methods of action.

Mr. Chiteji

267 Race, Gender, and the Law Study of the manner in which African Americans, other people of color, and women in the United States have historically worked, individually and through various representative organizations, to gain rights and protections under the law. U.S. Supreme Court decisions in the areas of constitutional law, civil rights law, and criminal law are examined as well as feminist legal theory and

critical race theory. Despite substantial gains since the civil rights movement, the law is not a static entity; the freedoms that Americans currently enjoy are continually threatened by new law arising from judicial decision or statute.

Staff

272 Making of the African Diaspora in the Americas

Study of the making of the African Diaspora during the centuries of the slave trade and slavery and the experiences of men and women in the African Diaspora.

Mr. Chiteji

331 African and African American Intellectual History

Exploration of evolution, practice, and links in black thought. Students engage in extensive analysis and discussion of oral traditions and primary writings, from Sundiata to Queen Latifah, and Frederick Douglass to Angela Davis. *Prerequisite:* AAS 130 or permission of the instructor.

Ms. Barnes, Mr. Chiteji, Mr. Hancock

401 African American Studies Seminar

Topics vary each year.

Ms. Barnes, Mr. Chiteji, Mr. Mwangi, Mr. Hancock

Independent Study Individual tutorial, research project, or internship. Requires permission of an instructor who will supervise the project.

Instructor can supply a copy of a statement of departmental policy regarding grading and major credit for different types of projects.

Either semester.

Staff

Cross-Listed Courses

(See appropriate departmental listings for descriptions of the following courses.)

Eng 235 Survey of African American Literature

Eng 349 Contemporary African American Women Writers

Eng 353 Discourses of Resistance

Hist 238 African American History: A Survey

Hist 271 African History and Society to the 1800s

Hist 272 African History and Society from the 1800s

Hist 346 Slavery, Rebellion, and Emancipation in the Atlantic World

Rel 225 Religion in the Civil Rights Movement

Rel 256 Introduction to African Religion

Affiliated Courses

Econ 250 Economic Development

Econ 253 Introduction to Political Economy and the African Diaspora

Hist 236 Urbanism in American History

IDS 235 Introduction to African Literature

Mus 102 World Music Survey

Mus 110 Survey of Jazz

Pol Sci 363 Politics of the Development Areas

ASIAN STUDIES

Associate Professor Gaenslen (Co-Chairperson)

Assistant Professors Hogan (Co-Chairperson), Khan, and Morris

Visiting Instructor Shen

Overview

Asia, home to a majority of the world's population and birthplace of some of the world's oldest cultures, provides a geographical focal point for a wide variety of courses offered at Gettysburg College. These courses are taught both by members of the Asian Studies Department and by faculty in other academic departments. A full four years of Japanese language courses are offered, and there are opportunities to study at more advanced levels on an individual or small group basis. At present, two years of Chinese language courses are offered. In addition to language study, students may pursue one of three programs: the major in Japanese studies, the minor in Japanese studies, or the minor in East Asian studies. Finally, for students interested in other parts of Asia, a number of relevant courses are regularly available.

JAPANESE STUDIES

Students pursuing a program in Japanese studies are strongly urged to study abroad for a semester or year at a Japanese university. The College is affiliated with Kansai Gaidai University, located in Hirakata City, between the business and industrial center of Osaka and the ancient capital of Kyoto. Kansai Gaidai not only offers instruction in Japanese language and a full range of courses on Japanese topics in English, but also offers many opportunities outside the classroom: living with a Japanese host family, field trips to cultural and historical sites, study of traditional arts, and visits to Japanese businesses. Students may also choose to attend other universities in Japan. Credit

for courses taken at Kansai Gaidai may be transferred and counted toward the electives for the major and minor with departmental approval.

Requirements and Recommendations for the Major

The major consists of twelve courses: four required and eight electives. Ten courses must be above the 100 level; three courses must be at the 300 level. (First-year language courses 101 and 102 do not count toward the major.) The following courses are required and must be taken at Gettysburg:

AS 150 Japanese Culture and Society (in first or second year)

Hist 224 Modern Japan or **Hist 323** Gender in Modern Japan

Any Japanese literature course

400-level capstone seminar or course (limited to seniors and second-semester juniors)

In addition, Japanese language proficiency up through the 301 level must be attained. Language credits may be attained at Gettysburg College or through study abroad or a summer program; 301 proficiency is determined by the department.

Electives: Five of the eight electives are to be chosen from three categories. At least one course must be chosen from each category below and at least one of these courses must be comparative within East Asia. (East Asian courses are marked with an asterisk).

I. Literature and Culture

AS 238 Pre-Modern Japanese Literature

AS 247/347 Extraordinary Fiction in Japan

AS 250/350 Japanese Women's Literature

AS 340/401 Images of Modernity in Modern Japanese Literature

Film 261 Japanese Cinema

Mus 112 The Two Musics of Japan

Phil 240 World Philosophy*

Rel 244 Introduction to Buddhism*

Rel 249 Religions of Japan

Rel 252 Women in Buddhism*

VAH 131 Introduction to Asian Art*

II. Language

Japanese 302 Advanced Japanese II

Japanese 303 Advanced Readings, Composition, and Conversation in Japanese I

Japanese 304 Advanced Readings, Composition, and Conversation in Japanese II

III. History and Society

AS 255/355 Education and Modernization in Japan

Hist 221 History of East Asia to 1800*

Hist 222 History of East Asia from 1800 to the Present*

Hist 323 Gender in Modern Japan

Hist 422 The Pacific War

Mgt 423 Asian Management*

Pol Sci 271 Government and Politics in Japan

Requirements and Recommendations for the Minor

The minor requires six courses. Five courses must be above the 100 level; one course must be at the 300 level. (JPN 101 and 102 do not count toward the minor.)

Two of the following three core courses are required:

AS 150 Japanese Culture and Society

Hist 224 Modern Japan or **Hist 323** Gender in Modern Japan

Any Japanese literature course

In addition, Japanese language proficiency up to the 202 level is required. Proficiency is determined by the department.

Electives: Three electives must be chosen from the two categories below. Students must take one course from each category.

I. Literature and Culture

AS 238 Pre-Modern Japanese Literature

AS 247/347 Extraordinary Fiction in Japan

AS 250/350 Japanese Women's Literature

AS 340/401 Images of Modernity in Modern Japanese Literature

Film 261 Japanese Cinema

MUS 112 The Two Musics of Japan

Phil 240 World Philosophy

Rel 244 Introduction to Buddhism

Rel 249 Religions of Japan

Rel 252 Women in Buddhism

VAH 131 Introduction to Asian Art

II. History and Society

AS 255/355 Education and Modernization in Japan

Hist 221 History of East Asia to 1800

Hist 222 History of East Asia from 1800 to the Present

- Hist 323** Gender in Modern Japan
Hist 422 The Pacific War
Mgt 423 Asian Management
Pol Sci 270 Government and Politics in Japan

EAST ASIAN STUDIES

Gettysburg College students have the opportunity to pursue a minor in East Asian studies, which is designed to provide a coherent understanding and basic competence in the major Asian civilizations of China and Japan.

Requirements and Recommendations for the Minor

The minor requires six courses. Students take one core course (History 221 History of East Asia to 1800 or History 222 History of East Asia 1800 to the Present), plus three courses in one's country of specialization (either China or Japan). These courses must come from three different disciplines, with at least one course from the humanities and one from the social sciences.

Courses suitable for the China specialization include the following:

- AS 220** Chinese Culture Through Film
AS 221 Introduction to Twentieth-Century Chinese Literary Discourse
Hist 223 Modern China
Pol Sci 270 Government and Politics in China
Rel 248 Religions of China
Rel 251 Looking for the Tao
Rel 254 Confucianism
Rel 352 The Tao of Traditional Chinese Medicine
VAH 234 Arts of China
VAH 235 Chinese Painting and Calligraphy

Courses suitable for the Japan specialization include the following:

- AS 150** Japanese Culture and Society
AS 238 Pre-Modern Japanese Literature
AS 247/347 Extraordinary Fiction in Japan
AS 250/350 Japanese Women's Literature
AS 255/355 Education and Modernization in Japan
AS 340/401 Notions of Modernity in Modern Japanese Literature
Film 261 Japanese Cinema
Hist 224 Modern Japan
Hist 323 Gender in Modern Japan
Hist 422 The Pacific War
Mus 112 The Two Musics of Japan
Rel 249 Religions of Japan

Study abroad programs in China and Japan can also be expected to offer courses suitable for fulfilling the specialization requirement.

Students specializing in China must take Beginning Chinese 101 and 102 (or their equivalent). Students specializing in Japan must take Beginning Japanese 101 and 102 (or their equivalent).

In addition to the above requirements, students must complete one course that offers a comparative perspective within East Asia. This may be either a course, beyond the core, that is explicitly comparative or a course on the East Asian country not in one's area of specialization.

A final requirement is one elective, which is any course with a substantial East Asian focus. This may include additional language study (such as JPN 201 or CHN 201), Women in Buddhism (Rel 252), World Philosophy (Phil 240), Introduction to Asian Art (VAH 131), and Asian Management Systems (MGT 423), among others.

OTHER PARTS OF ASIA

Although Gettysburg College does not at present offer a major or minor focusing on South and Southeast Asia, recent course offerings include the following:

- AS 271** South Asia: Contemporary Issues in Historical Perspective
AS 272 Survey of South Asian Literature
FYS 194 Truth Tales of South Asian Women
Eng 355 Contemporary Indian Literature in English
Hist 104 History of the Islamic World to 1800
Phil 223 Gandhi and Philosophy
Rel 241 Introduction to Hinduism
Rel 270 Introduction to Islam
Rel 271 Sufism: Mystic Path in Islam
Rel 360 Diversity and Conflict in South Asia
WS 210 Women in Islamic Society
WS 213 Women, Culture and Tradition in South Asia
WS 400 Women and Gender in Islamic Society

Liberal Arts Core Requirements

Both Japanese 202 and Chinese 202 fulfill the Liberal Arts Core requirement in foreign language. Asian Studies 150, 220, 221, 238, 247, 250, 255/355, 340, 347, 350, and 401 satisfy the non-Western requirement. Asian Studies 150 and 255/355 fulfill the requirement in social

science, and Asian Studies 220, 221, 238, 247/347, 250/350, and 340/401 fulfill the requirement in the humanities.

LANGUAGE COURSES

Japanese

101, 102 Beginning Japanese Introduction to the fundamentals of speaking, listening, reading and writing. Students master hiragana and katakana and learn basic Chinese characters as they are used to write Japanese. Students shop for various items, describe objects, use counters, ask prices, and hold basic conversations all in Japanese. The course also acquaints students with basic patterns, ritual greetings and phrases, and cultural aspects imbedded within the use of language.

Ms. Hogan, Ms. Morris

201, 202 Intermediate Japanese Extension of beginning Japanese. Building on the basics, the course emphasizes communication. Students learn to ask and give directions, use honorific and humble verbs, conduct interviews, and discuss family and work situations. Chinese characters (kanji) are introduced at a more rapid rate, and students are able to read and write simple texts and some authentic materials.

Ms. Morris

301, 302 Advanced Japanese Continuation of intermediate course. Course refines and integrates skills learned in intermediate level to allow students to handle more complex communications and comprehend more advanced readings. Emphasis on reading and writing kanji.

Ms. Morris, Mr. Khan

303, 304 Advanced Reading, Composition, and Conversation Course focuses on the development of speaking in honorific language, increasing proficiency in reading journalistic style, and becoming more accurate in writing short essays. Discussions are based on advanced-level readings on contemporary issues. Readings include various essays, newspaper articles, and short stories. Students increase their ability to use more sophisticated expressions in both oral and written form.

Mr. Khan

Chinese

101, 102 Beginning Chinese Introduction to the fundamentals of Chinese language (Mandarin)—speaking, listening, reading,

and writing. Course focuses on interactive communication, essential grammatical structures, and basic vocabulary and usages. Students learn communicative skills regarding daily life, college activities, and basic social interaction. Students master approximately 700 characters.

Ms. Shen

201, 202 Intermediate Chinese Continuation of beginning Chinese. Further develops skills in listening, speaking, reading, and writing. Rigorous training to improve aural-oral proficiency and to assure mastery of 800 additional characters. Upon completion of the course, students are able to talk about topics of personal interest and familiar social events, write short essays, and have a good command of 1,500 characters. *Prerequisites:* Chinese 101 and 102 or permission of the instructor.

Ms. Shen

COURSES ON JAPAN

150 Contemporary Japanese Culture and Society Investigation of the development of the cultural and social institutions that characterize contemporary Japan. Students observe patterns of behaviors and thought different from those of Western culture, with particular focus on the conditions that gave rise to their development. Course allows students to compare and contrast Japanese culture and society with various Western societies.

Staff

238 Pre-Modern Japanese Literature Survey of Japanese literature beginning with the creation myth recorded in 712 and continuing to the dramatic arts of the 1600s. Course examines legends, folk tales, poetic anthologies, diaries, and fiction. Readings in English; no knowledge of Japanese required.

Staff

247/347 What Is Real? Extraordinary Fiction in Japan and the World Study of various permutations of the science fiction genre—legends, fairy tales, myths, supernatural and futuristic short stories, and novels. Major emphasis on Japanese works, with cross-cultural comparisons to offer diverse perspectives. Course focuses on the literary analysis of the individual texts while exploring the real purpose served by these unreal creations. Readings in English; no knowledge of Japanese required.

Asian Studies 347 is the same course as Asian

Studies 247, with additional readings and assignments designed for Japanese studies majors.
Ms. Hogan

250/350 The Ebb and Flow: Japanese Women's Literature, the First 1200 Years Examination of a variety of Japanese women writers, genres, and movements ranging from 800 to 2002. Using feminist and other literary criticism, the course analyzes the category *Joryūbungaku* (women's literature) and its import in relation to the Japanese literary canon. Authors include Murasaki Shikibu, Enchi Fumiko, Nogami Yaeko, Machi Tawara, and Yoshimoto Banana. Readings in English. *Asian Studies 350 is the same course as Asian Studies 250, with additional readings and assignments designed for Japanese studies majors.*
Ms. Hogan

255/355 Education and Modernization in Japan Study of the establishment of Japan's educational systems, the role of education in the Westernization and modernization of Japan, the effects of Meiji and prewar educational policies on Japanese society, the development of women's colleges, changes in educational policies and practices since the end of World War II, the impact of the U.S. occupation of Japan, and contemporary issues. Readings in English; no knowledge of Japanese required. *Asian Studies 355 is the same course as Asian Studies 255, with additional readings and assignments designed for Japanese studies majors.*
Mr. Khan

340/401 Notions of Modernity in Modern Japanese Fiction Seminar on the modern Japanese novel from the late Meiji period to the present. Of primary concern is the fictional and psychological portrayal of the changes Japan faces as it emerges from a feudal society to a modern nation. Notions of self, other, gender, class, and race are considered alongside the concepts of modernism, post-modernism, and pure and popular literature. Works include those by Tanizaki Junichirō, Oe Kenzaburo, and Murakami Haruki. AS 401 is the required capstone seminar for majors and is open to senior majors and second-semester junior majors. *Prerequisites for 340:* Previous background in Japanese literature and History 224. Readings in English and Japanese.
Ms. Hogan

COURSES ON CHINA

220 Chinese Culture Through Films: Nation, History, and Women Introduction to Chinese culture and society through feature films and documentaries. Focus on cinematic re-inventions of national history and representations of women, with a contextual reading of intellectual discourse and film criticism. Topics include film as a cultural form, historical development of Chinese cinema, relationships between Chinese tradition and modernity, and gender politics and Chinese nationalism in the era of globalization. In English; no knowledge of Chinese required.
Ms. Shen

221 Introduction to Twentieth-Century Chinese Literary Discourse: Self and Modernity Study of twentieth-century China through the examination of literary discourse, including theoretical and historical discourses and film and literary representations. Issues examined include the concept of self in both traditional and modern Chinese thought; the relationship between the individual self and Chinese national identity; and the difference between the female and male self in Chinese literary representation. Authors read include Lu Xun, Yu Dafu, Ding Ling, Eileen Chang, Mo Yan, and Chen Ran. All readings are in English.
Ms. Shen

COURSES ON SOUTH ASIA

271 South Asia: Contemporary Issues in Historical Perspective Study of contemporary cultural issues on the Indian subcontinent, viewed through the historical events and texts that have generated them. Offered alternate years.
Staff

272 Survey of South Asian Literature Study of major South Asian literary works in translation, including epics from North and South India, Sanskrit drama, Muslim literature, and modern novels and short stories. Complete works read from an interdisciplinary perspective, using criticism from Western and South Asian sources. Offered alternate years.
Staff

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Kazuo Hiraizumi and Joseph Grzybowski, Coordinators

Biochemistry and molecular biology is an interdisciplinary program that studies the biology and chemistry of the structures and chemical reactions within cells by using contemporary methods of biochemical analysis, recombinant DNA technology, and molecular biology.

Students may earn a B.S. degree in biochemistry and molecular biology by completing the following courses:

- Biology 111** Introductory Biology
- Biology 112** Form and Function of Living Organisms
- Biology 211** Genetics
- Biology 212** Cell Biology
- Biology 351** Molecular Genetics
- Chemistry 107** Chemical Structure and Bonding
- Chemistry 108** Chemical Reactivity
- Chemistry 203** Organic Chemistry
- Chemistry 204** Organic Chemistry
- Chemistry 305** Physical Chemistry
- Chemistry 317** Instrumental Analysis
- Chemistry 333** Biochemistry
- Chemistry (or Biology) 334** Biochemistry
- Mathematics 111** Calculus I
- Mathematics 112** Calculus II
- Physics 111** Mechanics and Heat
- Physics 112** Waves, Electricity, and Magnetism
- Biology 460 or Chemistry 460** Individualized Study/Research

The program is directed by a Biochemistry and Molecular Biology Committee (BMBC), consisting of biology and chemistry faculty members. Individualized Study projects (Biology 460, Biology 461, Chemistry 460, or Chemistry 465) may be directed by any member of the BMBC. Otherwise, the project requires the approval of the BMBC.

BIOLOGY

Professors Cavaliere, Commito, Hendrix, Mikesell, Sorensen, and J. Winkelmann
Associate Professors Delesalle, Etheridge, Fong, Hiraizumi (Chairperson), and James
Assistant Professor Urcuyo
Laboratory Instructors Castle, Hulsether, Price, H. Winkelmann, and Zeman

Overview

Courses in the department are designed to provide a foundation in basic biological concepts and principles, and the background necessary for graduate study in biology, forestry, medicine, veterinary medicine, dentistry, optometry, and other professional fields. Most courses in the department include laboratory work.

Requirements and Recommendations

The biology department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree for the major.

B.A. Requirements: A minimum of eight biology courses, including Biology 111, 112, 211, and 212, are required of all majors. Internships are excluded. Beyond these four, no specific biology courses are required. Every program must include at least one course from each of two areas: plant biology (Biology 200, 202, 204, 217, or 218) and animal biology (Biology 220, 223, 224, 225, 227, 307, or 340). No single course may satisfy more than one area. Biology 111 (or 101) and 112 are prerequisites for all upper-level biology courses. Enrollment in Biology 112 requires a grade of C or better in Biology 101 or Biology 111. Continuation in the biology major requires a grade of C or better in Biology 112.

Chemistry 107 and 108 are required of all majors. It is strongly suggested, but not mandatory, that Chemistry 107 and 108 be taken in the first year. Physics 103 and 104 (or Physics 111 and 112), and Math 111 (or Math 105 and 106) are also required.

B.S. Requirements: In addition to the courses noted above, the B.S. degree requires Individualized Study (Biology 460 or 461) and Chemistry 203 and 204.

A minor in biology includes Biology 111 (or 101), 112, and any other four courses in the department (provided that all prerequisites are met) that would count toward the major.

All courses taken to satisfy the requirements for the B.A. or B.S. degree or for the minor must be taken using the A-F grading system.

Liberal Arts Core Requirements

The Liberal Arts Core requirement in the natural sciences may be satisfied by Biology 101 (or 111), or Biology 102 (or 112).

Special Facilities

Two greenhouses, herbarium, environmental chambers, animal quarters, aquarium room, electron microscopy laboratory housing both scanning and transmission electron microscopes, research laboratories, and computing facility.

Special Programs

Dual-degree programs in forestry and environmental studies with Duke University, nursing with the Johns Hopkins University, and optometry with Pennsylvania College of Optometry. Cooperative programs in marine biology with Duke University and the Bermuda Biological Station for Research.

Neuroscience Minor

Neuroscience is an interdisciplinary study of the relationship between the brain, the mind, and behavior. Students majoring in biology may want to consider pursuing a minor in neuroscience. In addition to preparing students for graduate study specifically in neuroscience, the minor in neuroscience affords students the proper tools for graduate study in other areas of biology as well as medical school. For further information regarding the minor and its requirements and electives, see the Neuroscience section of the course catalogue.

101 Molecules, Genes, and Cells Introduction to cell biology, bioenergetics, gene expression, and patterns of inheritance with a focus on important topical issues. Laboratory emphasizes the experimental nature of biological investigation. Designed (along with Biology 102) for completion of the Liberal Arts Core requirement in the natural sciences. Students not majoring in biology but who are interested in the health professions may, with a grade of C or better in Biology 101, enroll in Biology 112. Three class hours and laboratory.

Staff

102 Contemporary Topics in Biology: The Biological Basis of Disease Designed for non-science majors. Course covers selected

biological topics related to human diseases and focuses on contemporary problems and their possible solutions. Three class hours and laboratory.

Staff

111 Introductory Biology: Introduction to Ecology and Evolution Designed to introduce students to general biological principles, with a focus on ecology and evolution. Topics include adaptation, nutrient cycling and energy flow, population growth and species interactions, Mendelian and population genetics, speciation, and the history of life. Laboratory emphasizes the experimental nature of biological investigation. Designed for science majors with a high school background in biology, chemistry, and mathematics. Three class hours and laboratory.

Staff

112 Form and Function of Living Organisms Designed for science majors. Morphology and physiology of plants and animals are emphasized. Lecture and laboratory topics include nutrition, energetics, internal regulation, neural and hormonal integration, and reproduction. Three class hours and laboratory. *Prerequisite:* Biology 111 (or 101).

Staff

200 Physiology of Plant Adaptations Major structural systems, physiological processes, and adaptations of plants to their environment. Topics include growth regulatory substances, photoperiodic responses, water balance, nutrition, plant defense mechanisms, and the responses of plants to environmental changes. Three hours lecture.

Mr. Cavaliere

202 Structural Plant Development Anatomical approach to the study of higher plant structures. The origin and differentiation of tissues and organs, environmental aspects of development, and plant anomalies are studied. Six hours in class-laboratory work.

Mr. Mikesell

204 Biology of Flowering Plants Identification, classification, structural diversity, ecology, and evolutionary relationships of the angiosperms. Course includes field work for collection and identification of local flora. Three class hours and laboratory-field work. Alternate years.

Ms. Delesalle

205 Ecology Principles of ecology, with emphasis on three levels of the biological hierarchy—organisms, populations, and communities—that are needed to understand the factors that determine the abundance and distribution of any species. Course includes a number of field trips. Three class hours and laboratory-field work. Credit cannot be received for both this course and Environmental Studies 211. Students can substitute Environmental Studies 211 for Biology 205.

Ms. Delesalle

211 Genetics Overview of principles of genetics. Topics include chemical nature of genes, Mendelian and non-Mendelian inheritance, gene regulation, genetic engineering, molecular evolution, and population genetics. Three class hours and laboratory. *Prerequisite:* Chemistry 107, 108.

Mr. Hiraizumi

212 Cell Biology Structure and function of eukaryotic cells. Protein structure, enzyme function, membrane structure and transport, protein sorting, energy transduction by mitochondria and chloroplasts, chromosome structure, cell division and cell-cycle control, cell communication, cell motility, and the behavior of selected differentiated cells. Three class hours and laboratory. *Prerequisite:* Chemistry 107, 108, and Biology 211.

Mr. Sorensen

215 Electron Microscopy Introduction to basic theory and practice of transmission and scanning electron microscopy, techniques of tissue preparation, and introduction to interpretation of animal and plant ultrastructure. Each student is required to complete an independent project. Three hours in class-laboratory work. *Prerequisite:* Permission of instructor.

Mr. Cavaliere and Mr. Hendrix

217 An Evolutionary Survey of the Plant Kingdom Synopsis of embryo-producing plants, primarily liverworts, mosses, fern allies, ferns, and seed plants. Emphasis is on comparative morphology of vegetative and reproductive characters, unique features, and evolutionary trends in plants. Six hours in class-laboratory work.

Mr. Mikesell

218 Biology of Algae and Fungi Study of algae (phycology) and fungi (mycology) in aquatic and terrestrial ecosystems with emphasis on their role in primary production and decomposition. Topics include identification, morphology, reproduction, ecology, and phylogeny of these organisms. Culture techniques and principles of plant pathology and medical mycology are also considered. Six hours in class-laboratory work.

Mr. Cavaliere

223 Parasitology Introduction to the general principles of parasitism, with emphasis on the epidemiology, taxonomy, morphology, and physiology of the major groups of protozoan, helminth, and arthropod parasites of humans and other animals. Three class hours and laboratory.

Mr. Hendrix

224 Vertebrate Zoology Introduction to systematics, distribution, reproduction, and population dynamics of vertebrates. Field and laboratory emphasis on natural history, collection, and identification. Optional trip to North Carolina. Six hours in class, laboratory, and field work.

Mr. Winkelmann

225 Animal Behavior Study of animal behavior through readings, discussions, and field and laboratory observations. Phenomena considered range from simple reflex response to complex social organization. Role of behavioral adaptations in the biology of animal species is emphasized. Three class hours and laboratory.

Mr. Winkelmann

227 Invertebrate Zoology Biology of the major metazoan invertebrate groups, with emphasis on adaptive morphology and physiology and on evolution. Six hours in class-laboratory work.

Mr. Fong

230 Microbiology Biology of viruses and bacteria, with emphasis on morphology, metabolism, taxonomy, reproduction, and ecology. Laboratory includes isolation, culture, environmental influences, identification, and biochemical characterization of bacteria and their viruses. Three class hours and laboratory.

Mr. Hendrix

260 Biostatistics Designed for students in biology who plan to engage in individualized study and/or research. Topics include the nature of biological data and the statistical procedures to analyze them. Special attention

given to experimental design and hypothesis testing. Three class hours. Credit cannot be received for both this course and Mathematics 107, Psychology 205, or Economics 241.

Mr. Hiraizumi

306 Marine Ecology Analysis of the ecology of marine systems. The open ocean, estuaries, salt marshes, beaches, mud and sand flats, seagrass beds, rocky shores, coral reefs, and deep sea are examined. Problems of pollution, beach erosion, and the management of declining fisheries is also presented. Quantitative field work in a variety of coastal habitats is conducted on a required field trip to Duke University Marine Laboratory and the Outer Banks barrier island chain. Three class hours and laboratory-field work. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years. Cross-listed as Environmental Studies 306.

Mr. Commito

307 Limnology Study of the physical, chemical, and biological characteristics of inland waters. Topics include nutrient cycling, biological interactions, and effects of human activities. Course includes individual research projects and a number of field trips. Six hours in class, laboratory, and field work. *Prerequisite:* Junior or senior standing.

Mr. Fong

314 Evolution Study of the transformation and diversification of populations through time. Topics include history of life, adaptation, selection and population genetics, speciation and extinction, evolutionary innovations, and patterns of diversity. Three class hours and laboratory. *Prerequisite:* Biology 211. Alternate years.

Ms. Delesalle

320 Developmental Biology Survey of the phenomena and principles of animal development. Major attention is given to the genetic and cellular mechanisms that control cell differentiation and the development of form in several model organisms. Vertebrates are emphasized in the study of organ development. Six hours in class-laboratory work. *Prerequisites:* Biology 211 and 212. Alternate years.

Mr. Sorensen

332 Immunobiology Introduction to the vertebrate immune system at the molecular, cellular, and organismal levels. Antibody structure, antigen-antibody interaction, the genetics of antibody diversity, the immune response, and the bases

of self/non-self discrimination are emphasized. Three class hours. *Prerequisites:* Biology 211, 212. Alternate years.

Mr. Sorensen

334 Biochemistry Detailed examination of primary and secondary metabolic pathways in microbes, plants, and animals. Application to metabolic disorders, infections, and medical advances in the treatment of the above conditions are incorporated into course. Laboratory work includes an independent research project. *Prerequisites:* Biology 212 and Chemistry 204. Cross-listed as Chemistry 334.

Ms. Holland

340 Comparative Animal Physiology

Regulation of basic physiological processes in animals. Unifying principles are studied using a comparative approach. Lecture and laboratory are combined in two three-hour sessions.

Prerequisite: Biology 212.

Ms. Etheridge

351 Molecular Genetics Study of the basic mechanisms of information storage and retrieval from DNA and RNA. Topics include genome organization and the regulation of gene expression in prokaryotes and eukaryotes; DNA replication and repair; molecular genetics of cancer and human-inherited disorders; and recombinant DNA technology. Three class hours and laboratory. *Prerequisites:* Biology 211, 212.

Mr. James

453 Individualized Study: Tutorial Independent investigation of a topic of special interest, directed by a faculty member familiar with the general field of study. May be used as preparation for enrollment in Biology 460. *Prerequisite:* Approval of directing faculty member.

Staff

460 Individualized Study: Research Independent investigation of a topic of special interest, normally including both literature and laboratory research. Directed by a faculty member. Results of investigation are presented to the department. Open to juniors and seniors. A grade of C or higher must be earned to receive a B.S. degree. A single Individualized Study may be used toward one of the eight courses required for the B.A. degree. *Prerequisite:* Approval of both the directing faculty member and department.

Staff

473 Individualized Study: Internship

Independent internship experience under the direct supervision of professional personnel in a variety of biology-related areas. Internship may be arranged by the department or the student. Must combine practical work experience with an academic dimension. Library research paper on a subject related to the experience is required. *Prerequisite:* Approval of both supervisor and department. Contact the Center for Career Development for application and further assistance.

Mr. Cavaliere

CHEMISTRY

Professors Grzybowski (Chairperson), Jameson, and Parker

Associate Professor Deckman

Assistant Professors D. MacFarland and Wedlock

Laboratory Instructors Gregory, K. MacFarland, and Predecki

Overview

Each course offered by the department provides an opportunity for a concentrated study of the various principles of contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. Courses offered by the department utilize lectures, discussions, library work, on-line computer literature searching, computer-assisted instructional programs, videotapes, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student.

The chemistry major is approved by the American Chemical Society, as is an additional major in chemistry/biochemistry. Paths taken by majors after graduation are varied; many enter graduate work in chemistry or biochemistry. Graduates also enter medical and dental schools, industrial and government research laboratories, secondary school teaching, and numerous other fields.

Requirements and Recommendations

The eight basic courses required for the Bachelor of Arts degree are Chemistry 107, 108, 203, 204, 221, 305, 306, and 317. Students who complete these eight basic courses along with Chemistry 373, Research (Chemistry 460 or 465), and one additional 300-level chemistry course may choose to receive a Bachelor of Science degree. An interdisciplinary major is offered in Biochemistry and Molecular Biology;

the complete description is listed under that title. Students who wish to receive a degree accredited by the American Chemical Society must complete the Bachelor of Science degree and in the process take Chemistry 390 and either Chemistry 333 or 334. Physics 111 and 112 and Mathematics through 211 are required of all chemistry majors.

Additional courses in mathematics (212), biology, and physics may be recommended for those contemplating graduate study in certain areas. Junior and senior majors are expected to join with staff members in a seminar series that is designed to provide an opportunity for discussion of student initiated research and current developments in chemistry.

For the prospective secondary school teacher, the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry. Introductory biology is required for certification.

Individualized study and independent laboratory work are available in connection with some courses. During the junior or senior year, majors may elect Chemistry 460, a research course in which a student can utilize his or her knowledge and creativity intensively. Summer research, Chemistry 465, is encouraged strongly and is elected by many majors.

A minor in chemistry shall consist of Chemistry 107 and 108, plus four other chemistry courses at or above the 200 level, one of which must be at the 300 level. Individualized study courses may not be counted toward the minor.

Approved safety goggles/glasses must be worn at all times in all laboratories. Prescription glasses may be worn under safety goggles.

Liberal Arts Core Requirements

The following chemistry courses may be used to satisfy the Liberal Arts Core requirement in the natural sciences: 107 and 108.

Special Facilities and Programs

The Science Center, which was dedicated in 2002, houses the chemistry and biochemistry classrooms and laboratories. The department's major instrumentation includes a 400 MHz Fourier transform NMR spectrometer, a Fourier transform infrared spectrometer, a UV-visible spectrometer, a Nd:YAG laser spectrometer, a gas chromatograph/mass spectrometer, a high-performance liquid chromatograph with diode array detector, a high-speed centrifuge, an automatic polarimeter, and an inert atmosphere glove box.

Chemistry majors receive significant hands-on experience with all major instrumentation beginning in the sophomore year. Numerous lectures and seminars are sponsored by the department and the chemistry club, the Sceptical Chymists. These involve resource persons from universities, industries, government agencies, and professional schools, and are designed to complement the curricular activities of the department. An annual highlight is a three-day visit by an outstanding scholar in the field of chemistry. The program is supported by The Musselman Endowment for Visiting Scientists. Many qualified upperclass students—chemistry majors and others—gain valuable experience from serving as laboratory assistants and tutors.

107 Chemical Structure and Bonding Study of fundamental chemical principles focusing on properties of matter, theories of chemical bonding, atomic and molecular structure, and chemical reactions. Laboratory experiments are designed to offer a hands-on familiarity with the principles discussed in the lectures. Computers are used in the labs for computational modeling as well as data analysis. Three lecture hours and one laboratory.

Staff

108 Chemical Reactivity Principles covered in Chemistry 107 are applied to broader topics such as kinetics, equilibrium, electrochemistry, and thermodynamics, with an emphasis on interdisciplinary topics. Laboratory work is designed to illustrate and complement materials discussed in class. *Prerequisite:* Chemistry 107. Three lecture hours and one laboratory.

Staff

203 Organic Chemistry Study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on molecular structure, reaction mechanisms, stereochemistry, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 108. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. MacFarland

204 Organic Chemistry Study of the various classes of organic compounds, including substitutions in the aromatic nucleus, cyclic compounds, and natural products such as amino acids, carbohydrates and peptides. *Prerequisite:* Chemistry 203. Three lecture hours, one lab discussion hour, and one laboratory afternoon.

Mr. Jameson

216 Introduction to Forensic Science An overview of the field of forensic science, with particular emphasis on the microscopic and spectroscopic analysis of crime scene material. In its broadest definition, forensic science includes consumer and environmental protection as well as murder, robbery, arson, explosives, fraud, and illicit drugs and poisoning. Course focuses on the practical application of the familiar chemical principles and experimental methods found in introductory and organic chemistry. *Prerequisite:* Chemistry 203. Three lecture hours.

Ms. Deckman

221 Chemical Applications of Spectroscopy

Study of the theories and applications of infrared, ^1H and ^{13}C nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the importance of these spectroscopic methods in the analysis of chemical systems. Scope and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, student oral presentations, and laboratory sessions. Lab periods involve use of spectrometers in the identification of organic compounds. Lecture work is supplemented by computer-assisted instructional programs.

Prerequisite: Chemistry 203.

Mr. Grzybowski

305 Physical Chemistry Study of the principles of statistical thermodynamics and chemical kinetics as applied to the states of matter, chemical reactions and equilibria, and electrochemistry, using lectures, readings, problems, discussions, and laboratory exercises. Computers are used as a tool for solving problems and for the reduction of experimental data. *Prerequisites:* Chemistry 108, Physics 112, mathematics through calculus (usually Math 211). Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Wedlock

306 Physical Chemistry Introduction to theories of quantum mechanics, spectroscopy, and molecular reaction dynamics and their application to chemical systems through the use of problems, lectures, readings, discussions, and laboratory investigations *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

Mr. Wedlock

317 Instrumental Analysis Study of chemical analysis by use of modern instruments. Topics include complex equilibria, electroanalytical methods, quantitative spectroscopy,

chromatography, and Fourier transform methods. Analytical techniques will be studied from both a chemical and an instrumental point of view. The laboratory stresses quantitative analytical procedures and includes an independent project. *Prerequisite:* Chemistry 108. Three lecture hours and one laboratory afternoon. *Mr. Grzybowski*

333 Biochemistry I Detailed study of the structure and function of macromolecules and macromolecular assemblies as they pertain to living organisms. Topics include the structure and chemistry of proteins; the mechanisms and kinetics of enzyme-catalyzed reactions; and the structure, chemistry, and functions of carbohydrates, lipids, nucleic acids, and biological membranes. Classic and modern bioanalytical methods are emphasized. *Prerequisite:* Chemistry 204. Three lecture hours and one laboratory afternoon.

Ms. Deckman

334 Biochemistry II Detailed survey of the primary and secondary metabolic processes in living cells. Topics discussed include the overall organization of metabolic pathways, carbohydrate and fatty acid metabolism, biological oxidation and reduction, and energy production. Special attention is given to regulation, hormone action, metabolic disorders and disease. Laboratory work includes an independent research project. Three lecture hours and one laboratory afternoon. *Prerequisite:* Chemistry 333 or permission of the instructor. Cross-listed as Biology 334.

Ms. Deckman

353 Advanced Organic Chemistry Study of synthetic, mechanistic, and theoretical concepts in organic chemistry. Particular emphasis is on the study of methods used to determine organic reaction mechanisms, stereospecific reactions, pericyclic reactions, and the design of multistep syntheses of complex molecules. *Prerequisites:* Chemistry 204 and 221. Three lecture hours. Offered alternate years.

Mr. Jameson

373 Advanced Inorganic Chemistry Study of valence bond, crystal field, and molecular orbital theories; boron chemistry; organometallic compounds; structural, kinetic, and mechanistic studies of coordination compounds. Group theory and symmetry are applied to various systems. *Prerequisite:* Chemistry 305. Three lecture hours. *Mr. Parker*

390 Advanced Laboratory Techniques in

Chemistry Designed to combine and expand upon the laboratory skills learned in the fundamental courses of the first two years. Numerous projects are pursued in organic and inorganic chemistry, utilizing a combination of library skills (e.g., on-line computer searching), advanced laboratory skills (e.g. inert atmosphere techniques, modern separation methods, and advanced spectroscopic characterizations), and scientific writing skills. Course prepares students for independent research in the senior year. *Prerequisite:* Chemistry 221.

Mr. MacFarland

460 Individualized Study Research Independent investigation in an area of mutual interest to the student and faculty director. Project normally includes both a literature and a laboratory study. An oral report to staff and students and a final written thesis are required. A student wishing to enroll in this course should consult with the faculty director at least two weeks before the end of the semester preceding the semester in which this course is to be taken. *Prerequisites:* Chemistry 390 and/or permission of faculty director and approval by department. Open to junior and senior chemistry majors. Offered both semesters.

Staff

465 Individualized Study Research (Summer)

Funded ten-week independent investigation in an area of mutual interest to the student and research director. Project normally includes both a literature and a laboratory study. Oral reports to staff and students and a final written thesis are required. Students wishing to enroll should consult with a chemistry department faculty member early in the spring semester. *Prerequisites:* Chemistry 390 and/or permission of research director and approval by department.

Staff

CHINESE

(See Asian Studies)

CIVIL WAR ERA STUDIES

Mark Weitz, Director

Overview

Supported by a grant from the Henry R. Luce Foundation, Civil War Era Studies is devoted to the establishment and administration of interdisciplinary academic programs on the

Civil War era. The Office of Civil War Era Studies administers two programs: The Civil War Era Studies Minor and The Gettysburg Semester.

The Civil War Era Studies Minor is an interdisciplinary program concentrating on mid-nineteenth century America and on the period's enduring importance for modern America.

Minor Requirements: Six course credits are required, including Civil War Era Studies 205 and 400. The remaining four courses may be selected from the CWES cross-listed elective courses. The four elective courses are subject to the following restrictions: The electives must be in at least two different departments. (IDS courses and electives with a CWES designation will be treated as separate departments.) No more than two elective courses can be from the student's major field of study; and no more than two electives may be taken at the 100 level. Students are allowed to fill one elective requirement with either an internship or an independent study course, subject to the normal College requirements.

The Gettysburg Semester is a semester-long immersion in Civil War era studies for visiting students from other campuses. Each fall participants in The Gettysburg Semester attend a two-course seminar taught by Professor Weitz, take Gettysburg College courses on the Civil War era taught by faculty from various disciplines, attend numerous historic field trips and battlefield tours, and have the opportunity to work on independent projects or internships.

Liberals Arts Core Requirements

Civil War Era Studies 205 satisfies the Liberal Arts Core requirement in the humanities.

CWES Minor Core Courses

- CWES 205** Introduction to the Civil War Era
- CWES 400** Special Topics in the Civil War Era

CWES Cross-Listed Courses Elective Courses

(See appropriate departmental listings for descriptions of the following courses.)

- AAS/ENG 217** Slavery and the Literary Imagination
- ANTH/CWES 247** Practicum in Archaeological Analysis
- FYS 183** First-Year Seminar: Gettysburg
- FYS 191** First-Year Seminar: Two Poets in a Land at War: Walt Whitman, Emily Dickinson, and the American Civil War

ECON 211 American Economic History: The Nineteenth Century

English 340B Civil War in the American Imagination

English 340B American Gothic: Antebellum Literature

English 359 American Literature of the Civil War Era

History 244 American Military History

History 245 Gender and the American Civil War

History 345 Civil War

History 346 Slavery, Rebellion, and Emancipation in the Atlantic World

History 410 Senior Research Seminar: Abraham Lincoln

IDS 217 The American Civil War on Film

Philosophy 243 American Philosophy

205 Introduction to the Civil War Era

Interdisciplinary introduction to the Civil War era (roughly 1840–1880) in American history. Course focuses on the causes of the Civil War, the war years themselves, both at home and on the battlefield, and Reconstruction. Course also introduces a range of disciplinary approaches to the Civil War era. *History majors can count either CWES 205 or History 345 as a major course.*
Mr. Weitz

274 Practicum in Archaeological Analysis

Practical learning experience in archaeological data analysis and research. Working with the staff of the Gettysburg National Military Park, students carry out labwork, including artifact processing and classification, data entry, and research. Exact mix of activities varies from semester to semester. *Prerequisites:* Consent of instructor and previous course work in archaeology, history, or Civil War era studies. One-half credit course; may be repeated with consent of instructor. Cross-listed as Anthropology 274.
Ms. Hendon

347 Women in Public: Gender and Cultural Transformation in the United States, 1840–1900

A seminar on American women's history from before Seneca Falls until the early twentieth century, with an emphasis on the entrance of women into the public arena. Theoretical focus is on the range of ways in which women challenged popular notions of gendered spheres. Designed for students from all majors with some background in women's studies or women's history.

Staff

400 Special Topics in the Civil War Era Topical seminar on an aspect of the Civil War era, with links drawn between the Civil War era and modern America. Specific focus shifts from year to year. *Prerequisite:* Permission of instructor, with preference given to minors in Civil War era studies.

Mr. Weitz

421 Core Seminar: The American Civil War Interdisciplinary seminar on the Civil War era, covering the social, political, and military history of the war through a variety of primary sources, including fiction, letters, and diaries. Course content is fully integrated with CWES 425. *Prerequisite:* Instructor's permission. Priority is given to students who are enrolled in The Gettysburg Semester, but Gettysburg College students are eligible to take this course if they meet the requirements.

Mr. Weitz

425 Field Experiences in Civil War Studies Extensive field experience addressing a wide variety of topics, including issues of military history, art history, public history, and historic memory and commemoration. Field trips include various battlefields and historic sites, such as Antietam, Harpers Ferry, and Washington, D.C., plus at least two formal tours of the Gettysburg battlefield and borough and an extended trip to Virginia. *Prerequisite:* Instructor's permission. Priority is given to students who are enrolled in The Gettysburg Semester, but Gettysburg College students are eligible to take this course if they meet the requirements.

Mr. Weitz

CLASSICS

Professors Cahoon, Snively, and Zabrowski (Chairperson)

Overview
Courses offered are designed to acquaint the student with the language, literature, history, and civilization of Greece and Rome—societies that present a microcosm of human experience. Learning how the founders of Western civilization dealt with such conflicts as the aspirations of youth and the compromises of middle age, the claims of community and individual rights, the ecstasy of love, and the despair of loss can help us understand our own thoughts and emotions as we confront these age-old problems and pressures.

Requirements and Recommendations

The department offers majors in Greek, Latin, and classical studies.

Latin Major:

Seven courses in Latin beyond Latin 102 (including Latin 312), and Classics 121, 122, 252, 400.

Greek Major:

Seven courses in Greek beyond Greek 102, and Classics 121, 122, 251, 400.

Classical Studies Major:

Eleven courses (including Greek or Latin through at least the 202-level, and Classics 121, 122, and 400).

In both Greek and Latin language courses, 201 and 202, or their equivalents, are prerequisites for all higher language courses.

A minor in classical studies consists of six courses in the department, including a minimum of two language courses.

A minor in Latin consists of six courses in Latin above 102 or five courses in Latin above 102 and Classics 122 or Classics 252.

A minor in Greek consists of six courses in Greek above 102 or five courses in Greek above 102 and Classics 121 or Classics 251.

Liberal Arts Core Requirements

Greek 202 or Latin 202 satisfy the foreign language Liberal Arts Core requirement. All 100- and 200-level classical studies courses count toward the Liberal Arts Core requirement in humanities.

Classical Studies 251 and 252 may be counted toward a major in history; Classical Studies 230 may be counted toward a major in religion; and Classical Studies 264, 266, and 270 may be counted toward a major in theatre arts.

For prospective secondary school teachers the department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Special Programs

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg College shares membership in the Intercollegiate Center for Classical Studies in Rome, whose program has been approved as a Gettysburg College affiliated program. The department encourages majors to spend a semester at the Center in Rome. (For details, see *Off-Campus Study*.)

College Year in Athens, Inc. has also been approved as a Gettysburg College affiliated program. Students interested in ancient, Byzantine, or modern Greece and the Mediterranean are encouraged to spend a semester or a year at College Year. (For details, see *Off-Campus Study*.)

Through the Central Pennsylvania Consortium, Gettysburg College shares membership in the American School of Classical Studies in Athens. Students are eligible to apply for its summer sessions.

GREEK

101, 102 Elementary Greek Introduction to the alphabet, inflections, and syntax of Attic Greek.
Mr. Zabrowski

201, 202 Intermediate Greek Designed to increase the student's skill in reading texts. Selections from Thucydides, Xenophon, Plato, and other authors are read, with an emphasis on grammar. *Prerequisites:* Greek 101, 102, or their equivalent.
Mr. Zabrowski

203 Plato The *Apology* and *Crito*, with selections from other dialogues.
Mr. Zabrowski

204 New Testament Greek Introduction to Koine Greek. Selections from the New Testament are read with attention to language and content. Not offered every year.
Mr. Zabrowski

301 Homer Selections from the *Iliad* and *Odyssey*, with examination of syntax and style. Not offered every year.
Ms. Cahoon, Ms. Snively

302 Greek Historians Readings in the text of Herodotus or Thucydides. Not offered every year.
Staff

303 Greek Comedy An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics. Not offered every year.
Mr. Zabrowski

304 Greek Tragedy Selected plays of Aeschylus, Sophocles, and Euripides. Various plays are also read in English. Oral reports required. Not offered every year.
Mr. Zabrowski

306 Greek Oratory Selected orations of Demosthenes and Lysias. Not offered every year.
Staff

Individualized Study

Staff

LATIN

101, 102 Elementary Latin Introduction to Latin grammar and syntax.
Ms. Cahoon, Ms. Snively

201, 202 Intermediate Latin Designed to increase skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* Two years of secondary school Latin or Latin 101, 102.
Ms. Cahoon, Ms. Snively

203 Roman Prose Selections from Roman prose writers and intensive review of grammar. *Prerequisite:* Three or four years of secondary school Latin or Latin 201, 202.
Ms. Snively

204 Roman Poetry Readings in such authors as Catullus, Virgil, Horace, and Ovid. *Prerequisite:* Three or four years of secondary school Latin or Latin 201, 202.
Ms. Cahoon

303 Cicero Selected essays of Cicero, with supplemental reading from letters and orations. Supplemental reading in English. Not offered every year.
Staff

306 St. Augustine Selections from *Confessions*, with attention to the differences between Late Latin and Classical Latin. Not offered every year.
Ms. Cahoon

308 Roman Satire Selections from Horace, Martial, and Juvenal, with attention to the changes in language and style from the Classical to the Post Classical period. Not offered every year.
Ms. Snively

309 Roman Historians Selections from Livy and Tacitus, with attention to their peculiarities of language and style. Not offered every year.
Ms. Snively

311 Lucretius Extensive reading in *On the Nature Of Things*, with attention to Lucretius' metrical forms, science, and philosophy. Not offered every year.
Ms. Cahoon

312 Prose Composition Designed to increase the student's ability to translate from English to Latin; includes a thorough grammar review. Not offered every year.
Mr. Zabrowski

401 Vergil Study of Vergil's *Aeneid*, with emphasis on syntax, metrics, rhetoric, and interpretation. Not offered every year.

Ms. Cahoon

Individualized Study

Staff

CLASSICAL STUDIES

121 Survey of Greek Civilization Survey of primary texts in literature, history, and philosophy from archaic Greece through classical Athens, with emphasis on concepts that influenced Western thought.

Ms. Cahoon

122 Survey of Roman Civilization Survey of history, literature, art, architecture, etc. of Rome from its founding to the Council of Nicea, with emphasis on the material culture of an empire encompassing the whole Mediterranean world.

Ms. Snively

125 Introduction to Classical Archaeology

Examination of the goals and methods of classical archaeology through a survey of Greek and Roman sites, from the Bronze Age through the Late Antique period. Course includes discussion of techniques such as survey and issues such as the antiquities market. Not offered every year.

Ms. Snively

230 Classical Mythology Survey of classical mythology, with attention to the process of myth-making and the development of religion.

Staff

235 Topics in Classical Studies Exploration of a special topic in classical studies. Recent offerings have included the Greco-Roman City, Women in Classical Antiquity, and Ancient Technology. Not offered every year.

Staff

251 Greek History Survey of Hellenic civilization from the Bronze Age to the Hellenistic period. Papers required. Alternate years. Offered 2004–05.

Mr. Zabrowski

252 Roman History History of the Republic and Empire. Papers required. Alternate years. Offered 2005–06.

Ms. Snively

262 Ancient Epic Study of Homer, Apollonius of Rhodes, Vergil, and Ovid. Offered 2005–06.

Ms. Cahoon

264 Ancient Tragedy Study of Aeschylus, Sophocles, Euripides, and Seneca. Class culminates in a public performance of a tragic play. Offered 2003–04.

Ms. Cahoon

266 Ancient Comedy Study of Aristophanes, Plautus, and Terence. Class culminates in a public performance of a comic play. Offered 2004–05.

Ms. Cahoon

270 Ancient Drama (Half Unit Course) Study, direction, and performance of an ancient Greek or Roman play. Course includes the study of several other plays by the same author (for context and background) and of recent pertinent secondary material. Students interpret, cast, direct, choreograph, and rehearse the play. Final performance is presented to the entire campus community. Offered 2005–06.

Ms. Cahoon

281 Ancient Greek Political Theory and Practice

Using Plato's *Republic* and *Laws* and Aristotle's *Politics* as primary sources, course investigates the nature of ancient Greek political theory and the notion of the Ideal State, whether conceived of as timocratic, monarchical, or democratic. Greek city-state constitutions are examined, as preserved in the writings of Aristotle, Xenophon, and the *Oxyrhynchus Historian*. Not offered every year.

Mr. Zabrowski

400 Senior Seminar Content determined each year in consultation with the staff. Required of all majors.

Staff

Individualized Study

Staff

COMPUTER SCIENCE

Professors Fink and Leinbach

Associate Professor Tosten (Chairperson)

Assistant Professors Neller and Presser

Adjunct Instructor Leslie

Overview

The computer science curriculum, offered by the Department of Computer Science, enables a student to study systematic approaches to problem solving within the environment of hardware. In the course of this study, the student develops the practice of clear thinking and logical reasoning, while learning to analyze information processing tools and systems in

areas of application. Within this study there is an emphasis on the human values associated with computing in the modern world.

The available courses cover a wide area of computer science. In addition, upper-division students may, in collaboration with faculty members, be involved in on-going research projects or study topics not covered by the regular course offerings.

The major is designed to give students a broad understanding of both the theoretical and application areas of the discipline. As such, it provides a firm foundation for those intending to do graduate work or to pursue a career in computer science.

Requirements and Recommendations

Major Requirements: Requirements for a major in computer science are ten courses in computer science at the level of Computer Science 111 or above. One of these courses may be selected from a list of approved courses in other departments— Mathematics 351 and 366, Physics 240, Psychology 315 or 316. The ten courses must include Computer Science 111, 112, 201, 216, 221, 301, and 340. Computer Science 340 is taken during the senior year.

In addition to the above courses in Computer Science, the student must take Mathematics 111 (or its equivalent). It is recommended that Mathematics 111 be taken during the first year.

Students intending to pursue graduate study in computer science are advised to take Mathematics 112 (Calculus II), Mathematics 211 (Multivariable Calculus), Mathematics 212 (Linear Algebra), Mathematics 351 (Mathematical Probability), Mathematics 352 (Mathematical Statistics), and Physics 240 (Electronics).

Department honors in computer science require participation in the cocurricular activities of the department, an overall grade point average of at least 3.0, and a computer science grade point average of at least 3.5.

Minor Requirements: A minor in computer science consists of six courses numbered 111 or above.

Grade Requirements: All courses taken to satisfy the requirements for the major or minor must be taken using the A-F grading system. To advance to a course with prerequisites, a minimum grade of C- is required for each prerequisite course. Any course which is a

prerequisite for another course may not be taken or repeated after the subsequent higher-numbered course is passed.

Liberal Arts Core Requirements

Computer Science 103 and 111 fulfill the Liberal Arts Core requirement in quantitative reasoning.

Facilities

Information Technology maintains a campus-wide computing network. Through this network, students can access several programming languages and applications packages. In addition, the Department of Computer Science has a laboratory featuring Sun Blade workstations that are used for introductory computer science courses and upper-level electives such as operating systems and graphics. These machines are connected to a SUN Blade dual-processor UltraSPARC server that is used as a local file server.

103 Introduction to Computing Liberal arts introduction to the discipline of computer science and the use of computers in a variety of fields. Topics include a historical survey of technology and the use of computers, computer application, software systems design, programming with scripts, computer hardware and logical design, and several implications of computing. Course is laboratory-oriented and includes several hands-on laboratory projects.

Staff

111 Computer Science I Introduction to computer science, with an emphasis on problem solving, methodology, and algorithms. Further topics include computer organization, data structures, and software engineering. Student projects using the Java programming language are an essential part of this course. This course is the usual beginning course for students planning to pursue a major or minor in Computer Science. *Prerequisite:* Computer Science 103 or equivalent.

Staff

112 Computer Science II Second course in the introductory sequence for computer science majors and students interested in the principles of programming. Special attention is given to object-oriented program design methods, algorithms, and elementary data structures. *Prerequisite:* Computer Science 111.

Staff

201 The Mathematics of Computation Study of the mathematics needed for an understanding of the theoretical foundations of computation. Topics include mathematical logic, set theory, mathematical induction, mathematical definitions and proofs, graph theory, and an introduction to finite-state automata and Turing machines. Applications and illustrative examples are drawn from computer science topics such as digital circuits, analysis and correctness of algorithms, automata, decidable problems, and efficient searching. *Prerequisites:* Computer Science 111 and Mathematics 111.

Staff

216 Data Structures Introduction to major data structures and some of their applications. Topics include linear lists, sets, queues, stacks, linked lists, string processing, trees, graphs, arrays, tables, files, and dynamic memory management. *Prerequisite:* Computer Science 112.

Staff

221 Computer Organization and Assembly Language Programming Programming at the machine level, with emphasis on the logical connection of the basic components of the computer and systems programs. Topics include machine and assembly language programming, basic computer operations, hardware organization, systems software, and compilers. *Prerequisite:* Computer Science 112.

Staff

301 Theory of Computation Study of the basic theoretical principles of the computational model. Topics include finite automata, regular expressions, context-free grammars, Turing Machines, Church's Thesis, Godel numbering, the halting problem, unsolvability, computational complexity, and program verification. *Prerequisite:* Computer Science 201.

Staff

311 Design and Analysis of Algorithms Survey of basic principles and techniques for the development of good algorithms. Emphasis is placed on individual development of algorithms and an analysis of the results in terms of usefulness, efficiency, and organization. Topics include design techniques, worst case and average case analysis, searching, sorting, branch and bound, spanning trees, reachability, combinatorial methods, and NP-hard problems. *Prerequisites:* Computer Science 201, Computer Science 216.

Staff

322 Introduction to Computer Networks

Introduction to principles used to analyze and build a network of computers. Course covers concepts and issues relating to low-level communications and protocols of computer networking. Students study formal methods for integrating communication events into normal process cycles of the computer, then concentrate on a study of practices for defining and specifying a formal communications protocol. Throughout the course, students apply principles that they study to existing networks within the department. *Prerequisite:* Computer Science 216. Offered alternate years.

Staff

324 Principles of Operating Systems Study of fundamental concepts of operating systems. Topics include sequential processes, concurrent processes, processor management, memory management, scheduling algorithms, and computer security. Projects include writing of a program to simulate major components of an operating system. *Prerequisite:* Computer Science 216. Offered alternate years.

Staff

327 Parallel and Distributed Processing

Introduction to techniques used to implement parallel processing concepts in computer environments. Course investigates SIMD (Single Instruction Multiple Data stream) environments and MIMD (Multiple Instructions Multiple Data stream) environments. Final topic is an investigation of computing in a distributed workstation environment. Students work with actual implementations of each of these environments and explore their advantages and appropriate uses. *Prerequisite:* Computer Science 216. Offered alternate years.

Staff

335 Software Engineering Introduction to principles used to analyze and specify software systems. Course covers concepts and issues relating to initial stages of the software life cycle. Course examines formal methods for analyzing and investigating environments requiring automation, then studies languages and CASE (Computer-Aided Software Engineering) tools. Throughout the course students apply principles that they study to situations outside the department. *Prerequisite:* Computer Science 216.

Staff

340 Advanced Systems Design Formal approach to techniques of software design and development. Integral part of course is the involvement of students, working as a team, in the development of a large software project. Implementation of the software project is in a high-level language that supports modularity and procedural and data abstraction. Topics include formal model of structured programming, modular decomposition, information hiding, formal program specification techniques, software testing techniques, documentation, and user interfaces. *Prerequisites:* Computer Science 216, one 300-level computer science course, and senior status or permission of department.
Staff

341 A Survey of Programming Languages Study of fundamental concepts in the design of programming languages. Concepts include BNF grammar specification, abstract syntax trees, variables, expressions typing, scope, lexical address, procedures, data types, static/dynamic binding, and environment-passing interpreters. Special emphasis is placed on the development of an interpreter using a functional programming language. Other languages are introduced to further illustrate these concepts. *Prerequisite:* Computer Science 216. Offered alternate years.
Staff

360 Principles of Database Systems Study of fundamental concepts of database systems. Topics include physical organization of databases, indexing techniques, and query processing. Particular models studied include the Entity-Relationship, Relational, Network, and Hierarchical Models. Class projects stress design and implementation of a database. *Prerequisite:* Computer Science 216. Offered alternate years.
Staff

371 Introduction to Artificial Intelligence Study of modern techniques for creating software that behaves intelligently. Topics include uninformed and heuristic search, constraint satisfaction, stochastic optimization, game-tree search, propositional reasoning, probabilistic reasoning, Bayesian networks with Markov chain Monte Carlo techniques, and robotics. Course concludes with a class robotics project. *Prerequisite:* Computer Science 216. Offered alternate years.
Staff

373 Computer Graphics Study of methods and issues surrounding the construction of graphical images on the computer. Topics include windowing systems and user input, two-dimensional graphics packages, curve drawing techniques, modeling in three dimensions, use of lighting and shading techniques, and the process of rendering images. Student work consists both of using existing packages to create images and of implementing algorithms used in graphical systems. *Prerequisite:* Computer Science 216. Offered alternate years.
Staff

374 Compilers Introduction to techniques used to translate high-level computer languages into machine code. Course covers current implementation techniques and relevant theory. Topics include lexical scanning, parsing, abstract syntax trees, semantic analysis, intermediate code generation, and code generation. Students complete a major project involving the compilation of a particular computer language. *Prerequisite:* Computer Science 216. Offered alternate years.
Staff

391, 392 Selected Topics
Staff

450 Individualized Study: Tutorial Study through individualized reading and projects of an advanced area of computer science by well-qualified students under the supervision of a faculty member. Possible areas of study are software engineering, compiler design, expert systems, parallel architecture, image processing, or topics in the current literature that are of mutual interest to the student and the supervising faculty member. *Prerequisites:* Computer Science 216 and permission of department.
Staff

460 Individualized Study: Research Intensive study of a selected topic in computer science or a related area. Research project is completed in collaboration with a faculty member. *Prerequisites:* Computer Science 216 and permission of department.
Staff

EAST ASIAN STUDIES

(See *Asian Studies*)

ECONOMICS

Professors Fender and Gondwe

Associate Professors Fletcher (Chairperson),

Stillwaggon, and Weise

Assistant Professors B. Cushing-Daniels,

Mwangi wa Githinji, Hopkins, and Kaiser

Overview

A knowledge of economics has become increasingly important for effective participation in a complex society. The department's courses present this knowledge in both historical and contemporary contexts, with a focus on developing the relevant economic theory and identifying, understanding, analyzing, and solving social problems. Economists attempt to explain how societies organize and make decisions for using scarce resources to produce and distribute goods and services domestically and internationally. Economists examine both macro- and microeconomic problems and consider the implications of alternative solutions for efficiency, fairness, and growth. Courses in the department stress the critical thinking skills of a liberally educated person: gathering of pertinent information; analysis; synthesis; and ability to perceive, create, and choose among alternatives. The department also stresses effective oral and written communication of the insights achieved through study of the discipline. In addition to courses in economics, the department offers courses in introductory statistics.

The department's courses are designed to meet the College's liberal arts objectives, while also serving students who intend to (1) pursue graduate study in economics; (2) enter graduate or professional schools in management, business administration, law, and related areas; (3) pursue careers in business, non-profit private organizations, or government.

Requirements and Recommendations

Economics majors must fulfill the following requirements: All core courses, comprising Economics 101; one course from those numbered 201–240; and Economics 241, 243, 245, 249, and 350. Additionally, the following sequence of advanced courses must be completed: one course from those courses numbered 250–299; two additional courses from those numbered 301–399; and one senior seminar (401–403). A student may take Mathematics 351–352 in lieu of Economics 241; both semesters of the mathematics sequence must be completed for mathematical statistics

to substitute for the departmental statistics requirement. Much, though not all, of the material covered in such applied statistics courses as Mathematics 107, Psychology 205, and Biology 260 duplicates that in Economics 241; therefore, credit will not be given for more than one of these courses. Research methodology basic to economics is covered in Economics 241 and 350.

Mathematical modeling and statistical testing are extensively used as tools in economic analysis, and majors in economics are required to demonstrate achievement in mathematics. This requirement can be satisfied by Mathematics 105–106 or Mathematics 111. The department strongly encourages students who have an interest in majoring or minoring in economics to complete this mathematics requirement during the first year, as some 200-level courses have a math prerequisite. The department also strongly advises students planning to pursue graduate study in economics to take Mathematics 111–112, Mathematics 211–212, and Economics 351–352. Regardless of plans upon graduation, all students will find more options open to them if they are familiar with the use of computers in the manipulation of economic information.

The department offers a minor in economics, which a student can complete by taking Economics 101 and one course from those numbered 201–240; two courses from among Economics 241, 243, 245, 249, and 350; and two courses from among those numbered 250 and above. Additionally, a student minoring in economics must demonstrate achievement in mathematics by completing Math 104, Math 105–106, or Math 111 and must achieve a grade point average of 2.0 or higher in courses counted toward the minor.

Economics 101 and one course from those numbered 201–240 are prerequisites for all upper-level courses in the department. Under special circumstances, a student may petition the instructor of a course for a waiver of course prerequisites.

The departmental brochure, *Economics Department Handbook*, contains additional information about the department and the economic major and minor. Copies are available in the department office, Glatfelter 111, and from department faculty members.

Honors, Internships, Special Programs

The Department of Economics values intensive and independent work by its students, as well as their interaction with peers and faculty members on collaborative economics projects. To encourage and recognize high-quality work, we invite junior students with a grade point average of 3.2 or above in their major courses to submit an honors thesis proposal at the beginning of the senior year. Those students whose proposals are approved are invited to join the Honor Research Seminar and present their completed honors thesis to the economics faculty, who make the final decision on granting departmental honors.

We encourage economics majors to consider a semester of off-campus study, preferably during the sophomore or junior year. The senior project makes study abroad or off-campus studies during the senior year inadvisable. Professor Gondwe has information about study abroad programs with course offerings in economics as well as information on the Washington Policy Semester.

101 Introductory Economics An overview of economic systems and economic analysis, with emphasis on the operation of the U.S. economy. Topics include theories of prices, consumer behavior, firm behavior, income distribution, employment, inflation, money, taxes, and global economic interdependence.

Staff

201–240 Topics in Applied Economics Application of economic theory to a topic area using and extending the ideas studied in Economics 101. Topics may range from regional economic history and development to sports, gender, and bio-economics. Historical context, policy concerns, and application of economic theory to issues in the topic area are covered. Course introduces writing conventions and research techniques used in economic analysis.

Prerequisite: Economics 101.

Staff

241 Introductory Economics and Business

Statistics Topics include nomenclature of descriptive statistics; probabilities using the normal, binomial, and Poisson distributions; Chi-square; sampling; estimation of parameters; hypothesis testing; linear regression; and correlation. *Prerequisites:* Economics 101 and one of the following: Mathematics 105–106, 111, or the equivalent or permission of the

economics department. A student may not receive credit for both this course and Mathematics 107, Psychology 205, or Biology 260.

Staff

243 Intermediate Macroeconomic Theory

Examination of classical, neoclassical, Keynesian, monetarist, new classical, and post-Keynesian economics, with particular focus on various theories and policies that relate to the determination of national (aggregate) income and price level, the determination and role of interest rates, and the part played by monetary and fiscal authorities in stabilizing the economy. Offered both semesters. *Prerequisites:* Economics 101, one course from 201–240, and Mathematics 105–106 or 111 or its equivalent, or permission of instructor.

Mr. Gondwe, Mr. Hopkins, Mr. Weise

245 Intermediate Microeconomic Theory Course uses the methodological tools of economics to examine consumer and producer behavior and economic behavior, both individual and collective, under different input and output market structures. Also analyzes implications of such behavior for general equilibrium and economic welfare. *Prerequisites:* Economics 101, one course from 201–240, and Mathematics 105–106 or 111, or the equivalent, or permission of instructor.

Ms. Fender, Ms. Fletcher

249 History of Economic Thought and Analysis

Study of the development of economic ideas and policies in relation to the evolution of economics as a discipline from its roots in philosophical discourse to its modern form. Schools of economic thought from Physiocrats to neoclassical economics are examined. Emphasis is placed on the ideas of major contributors to economic thought from Plato to Keynes. *Prerequisites:* Economics 101 and one course from 201–240.

Mr. Gondwe

250 Economic Development Examination of economic and noneconomic factors accounting for economic growth and development in less developed areas of the world. Various theories of economic growth and development are analyzed and major policy issues discussed. Primary focus is on the study of the development experience in the Third World and the roles of international trade, aid, multinational corporations, as well as the World Bank and the International Monetary Fund, in the formation and application of Third

World strategies for economic development.

Prerequisites: Economics 101 and one course from 201–240. *Recommended:* Economics 243 and 245.

Satisfies distribution requirement in non-Western culture.

Mr. Gondwe, Ms. Stillwaggon

251 International Economics Introduction to the history and development of international commerce and its relation to the rise of the capitalist system. Fundamentals of international trade and finance are also elaborated, and these tools are applied to such issues as international business cycles, global competition and technical change, balance of payments and trade deficits, and the international debt crisis. *Prerequisites:* Economics 101 and one course from 201–240. *Recommended:* Economics 243 and 245.

Ms. Stillwaggon

252 Gender Issues in Economics Application of microeconomic theory to gender issues in our economy. Course explores demographic issues such as fertility and divorce, considers the effect of the tax structure and other public policies on gender differences in labor force participation over time, and examines economic paradigms for explaining gender discrimination in our society. *Prerequisites:* Economics 101 and one course from 201–240. *Recommended:* Economics 245.

Ms. Fletcher

253 Introduction to Political Economy and the African Diaspora Examination of the origins and development of capitalism and the contribution of Third World peoples and minorities in the U.S. to the process and continued growth of capitalist development. Primary focus is on the contributions of Africa and people of African descent. *Prerequisites:* Economics 101 and one course from 201–240. *Recommended:* Economics 243 and 245.

Mr. Gondwe

254 The Economics of Sports Examination of the history and development of the economics of sports as it relates to business, society, and industry. The primary focus is on professional, public finance, labor relations, and nonprofit enterprise. Also covered is the economic impact of women and minorities in sports. *Prerequisite:* Economics 101.

Staff

267 Finance Emphasis on financial planning, investment analysis, asset management, and sources and costs of capital. *Prerequisites:*

Economics 101, one course from 201–240, Economics 241, and Management 153.

Recommended: Economics 243 and 245. Cross-listed as Management 267.

Staff

301 Labor Economics Theoretical and empirical study of the functioning of labor markets, with emphasis on wage and employment determination. Topics include time allocation, wage differences, discrimination, investment in education, mobility and migration, impact of legislation, unions and labor relations, and imperfect markets. *Prerequisites:* Economics 101, one course from 201–240, and Economics 245. *Recommended:* Economics 241.

Ms. Fletcher

303 Money and Financial Intermediaries Course examines role of money, credit, and financial institutions in the determination of price and income levels. Coverage includes the commercial banking system, the Federal Reserve System, monetary theory, and the art of monetary policy. Emphasis is placed upon evaluation of current theory and practice in the American economy in the context of increased internationalization of financial activity. *Prerequisites:* Economics 101, one course from 201–240, and Economics 243.

Mr. Weise

305 Public Finance Introduction to principles, techniques, and effects of government obtaining and spending funds and managing government debt. Nature, growth, and amount of expenditures of all levels of government in the U.S. are considered, along with numerous types of taxes employed by various levels of government to finance their activities. Domestic and international implications of government debt are also considered. *Prerequisites:* Economics 101, one course from 201–240, and Economics 245.

Staff

309 International Finance and Open Economy Macroeconomics Study of international financial markets and their interactions with the macroeconomy. Topics include balance of payments accounting and foreign exchange markets. A theoretical model of the macroeconomy that incorporates international trade and foreign exchange markets is used to address a number of policy issues, such as the operation of fixed exchange rate systems, exchange rate crises, the evolution of the international monetary system, economic integration, and

problems in the global capital market.

Prerequisites: Economics 101, one course from 201–240, and Economics 243.

Mr. Hopkins, Mr. Weise

341 Environmental Economics Investigation of the relationship between the economy and the environment. Conditions for mainstream theories and policies, including those based on externalities and social costs, property rights, cost-benefit analysis, and discounting, are studied in light of conditions required for sustainability. Problems and prospects of both market controls and government regulation are considered. Special topics include renewable resources, valuation techniques, accounting for pollution and resource depletion in GDP statistics, and sustainable development. *Prerequisites:* Economics 101, one course from 201–240, and either Economics 245 or Environmental Studies 212.

Ms. Kaiser

342 Industrial Organization and Public Policy

Application of microeconomic theory to the structure of industry. Course considers traditional, as well as recent and interdisciplinary theories of firm and industry behavior, with particular focus on oligopoly and game theory. Course also reviews the economic history of U.S. antitrust and regulatory policies and examines the effect of greater global interdependence. Students evaluate alternative policies for static economic efficiency, technological change, and equity. *Prerequisite:* Economics 245 or permission of instructor.

Ms. Fender

348 The Economics of Spatial Environmental Analysis

Application of advanced economic analysis to environmental problems. New media, technology, and data have rapidly enhanced the economist's abilities to study problems in the environment and offer policy recommendations. Topics include national and global resource use, resource valuation, environmental justice, and economic and environmental policy through the frameworks of integrated resource policy and spatial analysis. Economic problems posed by imperfect information, uncertainty, and secondary data sources are considered.

Prerequisites: Economics 101, one course from 201–240, and either Economics 245 or Environmental Studies 212; or permission of instructor.

Ms. Kaiser

350 Quantitative Methods in Economics

Advanced statistical theory and the use of computers in data analysis. Topics include some applications of mathematics to economics, hypothesis testing and model specification, multiple regression and the determination of model acceptability. *Prerequisites:* Economics 241, 243, 245.

Mr. Cushing-Daniels

351 Application of Mathematics to Economics and Business

Introduction to the application of calculus and matrix algebra to economics and business. Numerous illustrations of mathematically formulated economic models are used to integrate mathematical methods with economic and business analysis. *Prerequisites:* Economics 243, 245, and 350 and Mathematics 111 or 105–106, or Mathematics 104 and permission of instructor.

Staff

352 Econometrics Study of the application of mathematical economic theory and statistical procedures to economic data. Coverage includes the development of appropriate techniques for measuring economic relationships specified by economic models and testing of economic theorems. *Prerequisites:* Economics 241, 243, 245, and 350, plus one other 300-level course.

Staff

401 Seminar: Advanced Topics in History of Economic Thought and Alternative Paradigms of Economic Analysis

Investigation of different perspectives in economics. Close readings of classic primary texts are used to examine issues in the history of economics and alternative approaches to understanding the contemporary economy. Topics include competition, endogenous growth, technical change, effective demand, money and credit, and economic policy. *Prerequisites:* Economics 241, 243, 245, 249, plus at least one 300-level course.

Staff

402 Seminar: Advanced Topics in Theoretical and Applied Macro- and Monetary Economics

Examination of advanced topics in macroeconomics and monetary theory and applications. Particular focus rotates, and includes such topics as the new neoclassical theory, rational expectations and post-Keynesian theory, monetary issues in international trade and economic development, econometric studies

of money, regulation, and banking safety.

Prerequisites: Economics 241, 243, 245, and 249, plus at least one 300-level course. *Recommended:* 303.

Staff

403 Seminar: Advanced Topics in Theoretical and Applied Microeconomics Examination of special topics in advanced microeconomic theory and applications. Particular focus varies, and includes such topics as new household economics, industrial organization and public policy, game theory, information costs-structure-behavior, production and cost functions, welfare economics, and micro aspects of international trade.

Prerequisites: Economics 241, 243, 245, and 249, plus at least one 300-level course.

Staff

420 Honors Research Seminar Seminar for students writing the senior thesis. Each participant completes an original research project under the supervision of a faculty thesis adviser. Students discuss course readings, review research methods, and present and discuss their findings. *Prerequisite:* By department invitation only.

Staff

460 Individualized Study Topics of an advanced nature for well qualified students. Individual reading and research, under the supervision of a faculty member. A student wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisites:*

Permission of supervising faculty member and department chairperson. Offered both semesters. *Staff*

EDUCATION

Professor Brough (Chairperson)

Associate Professors Hofman and Pool

Assistant Professor Butin

Director of Field Experiences and Adjunct Professor Miller

Lecturer Stebick

Adjunct Professors Foreman and Schafer

Overview

The purposes of the teacher education programs are to give students a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity for student teaching and other field experiences.

Other departments work cooperatively with the education department in the preparation of teachers in secondary education, elementary

education, music education, and health and physical education. All education programs in secondary school subjects, elementary education, music education, and health and physical education are competency based and have received accreditation from the Pennsylvania Department of Education. The liberal arts are central to the College's teacher education programs.

Requirements and Recommendations

Students planning to teach must complete a major in an academic department of their choice and fulfill all the requirements for the bachelor of arts degree or the bachelor of science degree. Upon completing a program in teacher education, students are eligible for a Pennsylvania Certificate, Instructional I, enabling them to teach in the public schools of the Commonwealth and other states with similar requirements. Students who pursue teacher certification are required to demonstrate competence in oral and written communication skills and computer literacy prior to certification. A minimum of forty hours of observation and participation in schools is required during the sophomore and junior years prior to acceptance into the Education Semester. Students who are seeking an Instructional I Certificate must have successfully completed the Praxis Series of the National Teachers' Exams (NTE) PPST reading, writing, and mathematics (prior to acceptance into the Education Semester) and specialty area (elementary education or the subject area for which candidates are seeking certification).

Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, general science, mathematics, English, citizenship education, social sciences, health and physical education (K-12), music (K-12), or German, Latin, French, and Spanish (K-12). Early planning beginning in the first year is essential for all of these programs. For secondary and K-12 education, the Education Semester consists of Education 304 (one course unit) and 476 (Student Teaching, worth three course units). Only these courses may be taken during the Secondary Education Semester.

The elementary education program is distinctive in giving students the opportunity to concentrate on liberal arts studies and complete an academic major, thus qualifying for the bachelor of arts degree. Students interested in this program should consult with the Education

Department preferably during the first year or no later than the fall semester of the second year. For elementary education, the Education Semester consists of Education 334 (one course unit) and 476 (Student Teaching, worth three course units). Education 334 includes a classroom-based case study in reading instruction. Only these courses may be taken during the Elementary Education Semester.

Students, in consultation with their major department, will select either the fall or spring semester of the senior year as the Education Semester. A Ninth Semester Option offers the Education Semester the fall semester following graduation. This option, which includes only the Education Semester, is provided at cost to these recent Gettysburg College graduates who have been accepted into the program. (Cost for 2004 is approximately \$2,600, plus room, board, and certification fees.) Student teaching experiences are completed at a school district in proximity to the College, or the student may elect to apply to student teach abroad or in nearby urban settings.

The admission of a student to the Education Semester depends upon the student's academic achievement, passing scores in Praxis Basic Skills tests, demonstrated competence in communication skills, and a recommendation from the major department. Guidelines for evaluating a student's academic achievement are a minimum accumulative grade point average of 3.0. The successful applicant must have earned a C grade or higher in all education courses. All courses with an education prefix may be repeated only once. The student is also evaluated on such professional traits as responsibility, integrity, enthusiasm, ethical behavior, timeliness, and communication skills. Applications for the Education Semester may be obtained in the Department of Education office and must be completed and submitted for approval by the Teacher Education Committee by October 15 of the academic year prior to student teaching.

Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed baccalaureate programs in education at colleges approved by its own state department of education. Numerous states require specific scores on portions of the Praxis Exams. See the department for details.

A student seeking teacher certification may also choose to minor in education. The minor in secondary education consists of the following courses: Education 201, 209, 303, 304, and 476 (worth three course units). A minor in elementary education consists of Education 201, 209, and 476 (worth three course units) and three of the following courses: Education 306, 331, 334, or 350. Completion of all courses is required for teacher certification in elementary education. The minor for K-12 programs consists of Education 201, 209, 303, 304, and 476 (worth three course units). A student who elects to student teach during the Ninth Semester Option is not eligible to officially declare a minor in education, but still takes a concentration of courses in education leading to teacher certification.

201 Educational Psychology Study of psychological principles related to learning and cognition and the personal, moral, and social development of the school-aged child. Developmentally appropriate instructional practices, students with exceptionalities, and teacher reflection are also discussed. For students registered in the teacher certification program.

Ms. Pool

209 Social Foundations of Education Study of professional aspects of teaching, historical and philosophical development of American education, and the relationship of schools to society. Current issues affecting schools, such as organization, reform, and national legislation, are examined. Repeated spring semester.

Mr. Butin

303 Educational Purposes, Methods, and Educational Media of Specific Subjects Designed for secondary and K-12 education students, a review of the general methods and techniques of the teaching-learning process through a technological approach. Theory, skills, concepts, attitudes, use of materials and resources and appropriate pedagogical special needs, interdisciplinary connections, development and teaching of lesson plans for field experience, and the construction of a major unit of study are covered. *Prerequisite:* Education 201 or consent of the instructor.

Ms. Brough, Ms. Hofman, Ms. Pool

304 Techniques of Teaching and Curriculum of Specific Subjects Seminar designed for secondary and K-12 education students, with instruction in the subject-specific disciplines

offered in conjunction with Education 476 Student Teaching. Reading, writing, and teaching in specific content areas, legal issues, family involvement, classroom management, and student exceptionalities are covered.

Prerequisites: Consent of the major department and acceptance into the Education Semester. Repeated spring semester.

Staff

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, and Music

Application of principles of learning and human development to teaching social studies in the elementary school. Included is the correlation of art and music with the teaching of the social sciences. A major portion of the course is devoted to the development of a web-based resource unit. *Prerequisites:* Education 201 and 350, or permission of instructor. Offered both semesters.

Ms. Hofman

331 Developmental Reading Instruction and the Language Arts

Introduction to theory, problems, and approaches to developmental reading instruction and the language arts. Current trends relating to acquisition of language and reading and writing skills are studied. Young adult and children's literature are explored in relation to the learning process. Designed for teachers of all grade levels. Repeated spring semester.

Ms. Brough, Ms. Stebick

334 Assessment for Reading Instruction

Designed for elementary education students, a seminar emphasizing informal and formal assessment techniques and processes within an interactive assessment-instruction framework. The processes for administering assessments are addressed through the development of a reading case study. Also covered are legal issues, family involvement, classroom management, and student exceptionalities. Offered in conjunction with Education 476 Student Teaching. Repeated spring semester.

Ms. Brough, Ms. Stebick

350 Elementary School Science and Mathematics: Methods, Concepts, and Instructional Media

Study, research, and field experience in science and mathematics education. Course enables students who are pre-service elementary teachers to acquire the necessary theory, skills, concepts, attitudes, use of materials and resources, technology, and appropriate teaching techniques. The course design assists students

in the understanding of how children learn science and mathematics. Students learn to teach effectively through curriculum integration. Repeated spring semester.

Ms. Hofman

411 Internship in Teaching Composition Under the supervision of the instructor of a section of English 101, the intern attends classes, prepares and teaches selected classes, counsels students on their written work, and gives students' papers a first reading and preliminary evaluation. All interns meet regularly with a member of the English department to discuss methods of teaching composition and to analyze the classroom experience. Required of all majors in English planning to enroll in the secondary education program. Students should register for Education 411 in the semester prior to their Education Semester.

English and Education Department Staff

461 Individualized Study—Research

Offered both semesters.

471 Individualized Study—Internship

Offered both semesters.

476 Student Teaching Student observation, participation, and full-time teaching under supervision of an experienced certified teacher and a college adviser. Group and individual conferences are held to discuss pedagogical issues, principles, and problems. Students spend 12 to 15 weeks in the classroom. Course carries three course credits. *Prerequisites:* All required education courses and acceptance into the Education Semester. Repeated spring semester.

Ms. Brough, Mr. Butin, Ms. Pool, Ms. Stebick

ENGLISH

Professors Berg, Garnett, Lambert, Myers, and Stitt
Associate Professors Barnes, Larsen Cowan, Johnson
Flynn, Goldberg (Chairperson), Ryan, and Leeborn
Assistant Professors Fee, Duquette, Elliott, Hecker,
Rhett, and Solomon

Lecturers Lane and Smith

Adjunct Instructors Knight, Lindeman, Mulligan,
Phillips, Saltzman, Sellers, and Singley

Overview

Courses offered by the English department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent

preparation for careers in business, teaching, law, publishing, journalism, and government service, and for graduate study leading to advanced degrees in literature, writing, the ministry, and library science. Majors have also enrolled in graduate programs in business, urban planning, social work, public administration, and others.

The department offers a major in English and American literature, a minor program in each field, and a writing minor.

A well-balanced program for a major in English and American literature should include: (1) knowledge of the literary history of England and America; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) study in depth of the work of one author of significance; and (5) some knowledge of the history of the English language and of English as a system.

The Writing Center

The Writing Center, staffed by several English department faculty members and specially trained Gettysburg College students, is a valuable resource. The Writing Center is open six days a week, and there is no charge for this service. The Center's staff assists students with their writing in the following ways:

- Discusses an assignment in order to clarify it or to plan a method of approach;
- Helps in organizing a paper or other piece of writing, such as a letter of application;
- Suggests ways to make troublesome parts of a paper more effective;
- Shows ways to correct recurring grammatical errors.

Requirements and Recommendations

Major Requirements: Requirements for the major in literature are twelve courses in English and American language and literature, in addition to the first semester of Literary Foundations of Western Culture (IDS 103). To obtain the desired distribution of courses, majors elect courses from the following categories:

I. Introductory Studies in Literature

(English 120–139). Students may count one introductory literature course toward the major or a designated first-year seminar.

II. Historical Surveys (English 230–239).

Students must take at least four historical

survey courses, but may not count more than five toward the major.

III. Critical Methods (English 299). Students must take this course concurrently with or prior to their first 300-level topics course.

IV. Topics in Literature (English 310–375).

Students must take at least four topics courses.

V. Seminar (English 401–409). Students must take at least one seminar.

VI. Two additional electives.

Of the 200- and 300-level courses, at least three must focus on a period of literature before 1800. Such courses are marked with an asterisk (*) in the catalog.

English 101 and courses in speech may not be used to fulfill the department's major requirements. One writing course (201, 205, 300–307) may count toward the major.

Minor Requirements: Requirements for the minor in literature are six courses. All minors must take two Historical Survey courses (English 230–239), and at least two Topics in Literature courses (English 310–375). No more than one Introductory Studies in Literature course (English 120–39) or designated first-year seminar may count toward the minor. Writing courses, with the exception of English 101, may be used to fulfill the department's minor requirements.

Writing Minor Requirements: Requirements for the writing minor are six courses. These include Introduction to Creative Writing (English 205) and at least four courses from the grouping, English 201 and 300–309. Students may also take an individualized Study in Writing or one-semester internship at the *Gettysburg Review*.

The English major provides students interested in teaching with an exceptionally strong foundation on which to build their professional careers. Our department works closely with individual students and with members of the Education department to make certain that our graduates meet certification requirements set by the Commonwealth of Pennsylvania. Students pursuing education certification take a range of courses in British and American literature, in writing, and in the history or structure of the English language. They develop both historical depth and awareness of the diverse voices that have helped shape our literary tradition. All English majors who are interested in receiving certification in either elementary or secondary education should meet with the chair of the

English department no later than the fall of their sophomore year to begin planning how they will meet departmental, college and state requirements. The department cooperates in offering Education 411, Internship in Teaching Composition. Students planning to do graduate work in English should develop proficiency in Latin, French, or German.

English majors may take internships in a variety of fields, such as journalism, law, public relations, publishing, radio, and television. Theatre arts majors may take internships in theatre, radio, television, public relations, and arts administration. Students who wish to apply for internships must secure from their advisers a statement of the department's policy regarding application deadline, form of proposal, requirements, and grading.

Liberal Arts Core Requirements

All courses offered by the department, *except* English 101, 201, 203, 205, 207, 299, 300–309, and courses in speech fulfill the Liberal Arts Core requirement in the humanities. English 205 fulfills the Liberal Arts Core requirement in the arts.

Senior Honors Program

English majors who have shown special promise in English will be invited to complete a thesis during their senior year. Students in this program will typically write a thesis during the fall semester under the direction of a member of the department. Only students selected for and successfully completing the program will be eligible to receive honors in English. For details of the program, consult the English department.

101 Introduction to College Writing An introduction to academic writing with a stress on expository skills, which are developed as students write and revise a series of essays. The course should increase a student's critical capacities, sensitivity to language, and awareness that written communication is essential to success not just in college courses, but after graduation as well.

Staff

111 Writing Through Literature Writing-intensive introduction to literature using poetry, drama, short stories, and novellas. Emphasis is on the process method of writing, basic techniques of literary analysis, and library research. May be used to fulfill the College's first-year writing requirement.

Staff

201 Writing the Essay Intensive course in advanced rhetorical techniques, with particular emphasis on analysis of evidence, selection of appropriate style, and importance of revision.

Mr. Ryan

203 Journalistic Writing Introduction to journalistic writing and a conceptual look at the news media and their role in a twenty-first-century democratic society. Students learn to write a strong lead, ask newsworthy questions, and articulate themselves precisely. Students talk with professionals in the field and learn the ethics and traditions of journalism. They are also encouraged to submit articles to the campus newspaper. *Prerequisite:* English 101.

Mr. Knight

205 Introduction to Creative Writing Workshop in the writing of short stories, verse, and plays, with an analysis of models. The course may be used to fulfill the distribution requirement in arts.

Staff

209 History of the English Language Historical study of the vocabulary, forms, and sounds of the language from the Anglo-Saxon or Old English period to the twentieth century. Language is a cornerstone of culture; a knowledge of how language operates serves to explain, in part, how we came to be what we are. The study of what language is and how it changes, and how these changes are grounded in parallel cultural changes, is therefore a subject of intrinsic value.

Mr. Fee

216 Images of Women in Literature Examination of various ways women have been imagined in literature, with consideration of how and why images of women and men and of their relationships to one another change, and how these images affect us. Emphasis is placed on developing the critical power to imagine ourselves differently. Cross-listed as Women's Studies 216.

Ms. Berg

226 Introduction to Shakespeare Course endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and his importance in the development of Western literature and thought. Designed for students not majoring in English.

Mr. Hecker

***230, *231, 232 Survey of English Literature**

Historical survey of English literature from *Beowulf* through the twentieth century, with some attention to the social, political, and intellectual backgrounds of the periods under investigation. Selected works are discussed in class to familiarize students with various methods of literary analysis; students write several short critical papers each semester.
Staff

233, 234 Survey of American Literature A

chronological study of American writing from colonial days through the present, with some attention to the social, political, and intellectual backgrounds. Primary emphasis during the first half of the sequence falls on the Puritans and American Romantics; the second half surveys writers from the Romantics forward, including such figures as Twain, Chopin, James, Williams, Stevens, Faulkner, Hughes, as well as selected contemporary writers.
Staff

235–260 Studies in Literature Intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Fulfills distribution requirement in literature. Open to first-year students.

235 Survey of African American Literature

Intensive study of a single writer, group, movement, theme, or period. May be counted toward the major. Open to first-year students.
Staff

249 Set In Ink: Forms of Life Writing

Introduction to the various forms of life writing: autobiography, biography, letters, and diaries of the famous and infamous. Emphasis is on the differences among these forms, critical questions regarding “truth” in such writing, and the different purposes served by biography throughout the ages.
Ms. Lambert

250 Harlem Renaissance and Chicago Renaissance

Course defines, examines, and differentiates between two important African American literary movements—the Harlem Renaissance and the Chicago Renaissance—through the major fiction, poetry, and prose of the period.
Mr. Elliott

299 Critical Methods Introduction to advanced literary study. Attention is placed on close reading, using the library and electronic resources and incorporating scholarly perspectives. Course also considers a variety of theoretical approaches to literature and their

place within contemporary literary scholarship. *Course is required of all English majors and must be taken prior to or concurrently with a student's first 300-level course.*
Staff

300 Forms of Fiction Writing Discussion course in the writing and reading of alternative forms of fiction. Aim is to enhance understanding and implementation of various alternatives to short fiction, including short-short fiction, the novella, and the novel. Each student completes two short-short stories and a fragment of a novella or the opening of a novel. All styles and subjects are welcome, and students are encouraged to discover and exercise their unique writing voices.
Mr. Leebron

301 Writing Short Fiction Workshop in the reading and writing of short stories. Aim is to understand and implement various techniques and strategies of short fiction, including characterization, character development, variance of voice, transport, and resonance. Each student is to complete a number of exercises and two short stories (with both revised), as well as written critiques. *Prerequisites:* English 101 or equivalent; English 205 or permission of instructor.
Mr. Leebron

302 The Writing of Poetry Study of theory, process, craft, and practice of the writing of poetry. Course has a substantial writing component and combines workshop methods with lecture, analysis of models, and discussion. Close attention is paid to rhythm, rhyme, image, diction, syntax, open forms, and closed forms. Students from all disciplines are welcome—a mix of interests enlivens the class. *Prerequisites:* English 101 or equivalent; English 205 or permission of instructor.
Ms. Larsen Cowan

304 Writing the Personal Essay Workshop in the personal essay, which explores an idea from an individual's point of view, requiring both persuasiveness and a distinctive voice. Students develop a series of essays and read a wide variety of model texts for analysis and inspiration. Students serve as peer critics. *Prerequisites:* English 101 (or equivalent); English 205, or permission of instructor.
Ms. Rhett

306 Writing the Memoir Workshop in the reading and writing of memoir. Students develop narratives based on personal

experience and address the question of how to transform memory into compelling writing through the analysis of appropriate models and discussion of student work. Each student is expected to complete various exercises and critical responses, as well as a substantial memoir project. *Prerequisites:* English 101 (or equivalent); English 205, or permission of instructor.

Ms. Rhett

309 Topics in Writing Writing workshops that are organized according to theme, motif, or subgenre or that address the problem of writing with a specific audience in mind.

***310–*319 Topics in Medieval and Renaissance Literature** Study of a variety of authors, themes, genres, and movements, ranging from Anglo-Saxon poetry and prose through Shakespeare's works. Several sections, each with a different subject, are offered every year.

312 Medieval Drama Exploration of conflicting theories concerning the origin and development of medieval drama. Students examine its social roles, discuss issues of text and performance, and compare the relative merits of "good literature" and "good drama." Examples are drawn from a variety of genres of drama. Students also view performances of several plays on videotape—and stage their own production.

Mr. Fee

316 Growth of the Romance An examination of the literary, social, and historical factors that led to the development of the medieval genre of the romance and its subsequent flowering in the fourteenth and fifteenth centuries. Course also explores early Celtic and other pre-Christian influences that resulted in uniquely British romances and discusses ways in which the romance is a singularly appropriate vehicle for age-old tales of journeys, quests, and trials and tribulations—a vehicle that put new chivalric and adventuresome masks on the otherwise familiar face of the hero of the monomyth.

Mr. Fee

***320–*329 Topics in Seventeenth- and Eighteenth-Century British Literature** Study of a variety of authors, themes, genres, and movements, ranging from Donne and Herbert through Johnson, Boswell, and Burke. Several sections, each with a different subject, are offered every year.

***320 Manners, Mistresses, and Mayhem**

A study of the literature of the eighteenth century, a period that defies easy categorization

because of great changes in literature, politics, and science. By exploring various aspects of the eighteenth century as they are expressed in the literature of the period in all its forms, the course reveals how "the age of exuberance" is a more apt description of the period than "The Age of Reason."

Ms. Lambert

330–339 Topics in Nineteenth- and Twentieth-Century British Literature Study of a variety of authors, themes, genres, and movements, ranging from Blake, Wordsworth, and Coleridge through Yeats, Eliot, Woolf, and selected contemporary writers. Several sections, each with a different subject, are offered every year.

330 The Romance of Romanticism

A study of stories and poems of romantic love, mainly by the major British writers of the Romantic period. Select German and French novels and an Italian opera offer comparative study.

Mr. Goldberg

330 The Dream of the Artificial Wo/Man: Cyborgs and Golems from Adam to Ai

Exploration of the aesthetics of the golem/cyborg story as a genre. Drawing on the mystical lore of Kabbalah and literature through the ages, the course considers the significance of the figure of the artificial wo/man—from early golem stories to the cyborgs of present-day imagination—and of the cultural and scientific languages of automatism and freedom.

Ms. Berg

332 British Literature Between Wars

(1918–1939) A selective study of the literature of Britain during the two-decade interlude between the two great European wars of the early twentieth century, including poetry, fiction, and nonfiction (such as travel literature and memoir). Writers to be studied include T. S. Eliot, W. B. Yeats, Evelyn Waugh, George Orwell, and Graham Greene.

Mr. Garnett

339 Birth of Modernism An interdisciplinary study of the literature and culture of the "transitional" period from Victorianism into Modernism, i.e., 1880–1920. Art's movement from representationalism toward the abstract and the surrealistic parallels the movement in literature from realism toward stream-of-consciousness narrative techniques and symbolist poetry. The period's interest in psychology, primitivism, and decadence is also explored.

Ms. Flynn

340–349 Topics in American Literature Study of a variety of authors, themes, genres, and movements, ranging from colonial writers through selected contemporary authors. Several sections, each with a different subject, are offered every year.
Staff

340 Fiction of the Sixties A study of the innovative fiction produced by predominantly American writers in a politically and culturally turbulent period. Issues to be addressed include the links between the novel and mass entertainment, the impact of machine technology on the body, war protest, racialized fantasy and its connection to identity formation, the anxious state of masculinity, and the politics of comic writing techniques.
Mr. Solomon

340 Inherit the War: The Civil War in the American Imagination An examination of literary interpretations of the American Civil War, with particular emphasis on nineteenth-century representations. Course explores the different ways in which figurations of the war and the myths it spawned were manipulated to endorse or critique various political, social, economic, and racial practices.
Ms. Duquette

340 American Literature and the Grotesque A study of images of the grotesque body in a diverse set of literary materials ranging across the nineteenth and twentieth centuries. Of central concern is the historically changing relationship between literature and festive or “carnavalesque” forms of popular culture. Readings range from works by Poe, Melville, and Twain to postmodern writers such as Nabokov, Ishmael Reed, and Katherine Dunn.
Mr. Solomon

342 American Poetry A study of the development of American poetry from 1620 to 1945. Emphasis is on Taylor, Whitman, Dickinson, Frost, Eliot, and Stevens.
Mr. Stitt

344 Contemporary American Poetry Study of American poetry written since World War II by such poets as Elizabeth Bishop, James Wright, Charles Wright, Charles Simic, Rita Dove, and Sharon Olds. The class may be visited by one or more of the poets.
Mr. Stitt

348 Fitzgerald and Hemingway An intensive study of the writings of F. Scott Fitzgerald and Ernest Hemingway, especially the novels and

stories of their salad days in the 1920's. Course examines the distinctive qualities of Fitzgerald's and Hemingway's imaginations, the experiences that most deeply influenced them, the development and characteristics of their distinctive fictional voices, and the causes of their declining powers in the 1930's.
Mr. Garnett

350–359 Special Topics in Literature Study of a variety of authors, themes, genres, and movements. These courses may focus on literature that cuts across a variety of historical periods or that is from both the United States and Great Britain, or from non-Anglo-American, English-speaking countries. In addition, some of these courses may focus on schools of literary criticism and theory.
Staff

350A Post-Colonial English Literature An intensive introduction to what has been labeled “postcolonial” literature from British ex-colonies around the globe. Course includes novels, plays, and poems by writers from sub-Saharan Africa, India, the Caribbean, Australia, and New Zealand as well as a small and accessible body of postcolonial theory. Focus is on the historical context of each work as well as on the themes of national identity and class-, race-, and gender-based oppression.
Ms. Singley

355 Contemporary Indian Literature in English Study of twentieth-century South Asian prose and poetry written originally in English, as stimulated by the British educational legacy, traditional Indian thought, Marxism. Independence and feminist movements, post-colonial thought, and magical realism. Criticism by Indian scholars supplements Western critical approaches.
Ms. Powers

362 Chaucer Examination of a selection of Chaucer's minor poems and some major works, including *The Canterbury Tales*. Particular attention is given to the literary, historical, philosophical, and other relevant backgrounds. Gender issues, political commentary, and Chaucer's use of satire, humor, and irony are studied in detail.
Mr. Fee

***365 Shakespeare: Earlier Plays** A study of Shakespeare's early plays—through *Hamlet* and *Troilus and Cressida*—to understand both Shakespeare's relation to the received

traditions of his time and his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays is carefully analyzed.

Mr. Hecker

***366 Shakespeare** A study of Shakespeare's later plays to understand both Shakespeare's relation to the received traditions of his time and his achievement as one of the most important figures in Western literature. Language, characterization, and structure in each of the numerous plays is carefully analyzed.

Mr. Myers

402 Not for Women Only: Austen in Film and Text

A study of Jane Austen's six major novels and film versions of the same, exploring the modern appeal of novels written by an eighteenth-century English gentlewoman. Does cinematic art complement, enhance, or trivialize Austen's written text? Do the films of Austen's novels accurately portray the situations and values of her time, or have we made Austen into our own image and likeness?

Ms. Lambert

403 Beyond Realism: Alternative Fictional Modes

An exploration of a number of late-Victorian novels and short stories that stretch the boundaries of the real. Sub-genres studied include children's literature, fantasy, ghost stories, detective stories, and science fiction. Course also delves into the large body of scholarship surrounding this literature.

Ms. Flynn

403 Contemporary Women Writers

A study of literary works by modern women writers. Readings include literature by Julia Alvarez, Margaret Atwood, A. S. Byatt, Angela Carter, Maryse Condé, Allegra Goodman, Bharati Mukherjee, Jewell Parker Rhodes, and Jeanette Winterson as well as writers selected by the students.

Ms. Berg

404 Adaptation: Film and Literature

An exploration of the exchange between film and literature, the historical evolution of the relations between film and literature, and the variety of methods and issues raised when film and literature co-exist on the screen. Works include *The Orchid Thief*, *The Natural*, *Day of the Locust*, and *High Fidelity*, among others.

Mr. Ryan

405 Writing the Novella

Intensive workshop in writing the novella. Course explores the demands of the long form through student work (a minimum of 12,000 words or 45 pages of new work constituting an entire novella) and readings by Voltaire, von Kleist, Flaubert, Kafka, and various twentieth-century writers. *Prerequisites:* Junior or senior standing; English 205; and English 300 or 301. *Mr. Leebron*

464 Honors Thesis Individualized study project involving the research of a topic and the preparation of a major paper under the direction of a member of the department. Research and writing are done during the fall semester of the senior year. *Prerequisites:* By invitation of department only. *Staff*

Individualized Study Individual tutorial, research project, or internship under the supervision of a member of the staff. Student must submit a written proposal to the department well in advance of registration. *Prerequisite:* Approval of department and of directing faculty member. Offered each semester.

Staff

ENVIRONMENTAL STUDIES

Professors Committo and Mikesell

Associate Professor Delesalle (Chairperson)

Assistant Professors B. Crawford, Principato, Wilson, and Wu

Overview

Environmental studies is an interdisciplinary department designed to provide students with the expertise necessary to analyze and resolve complex issues related to the environment. Faculty from eleven departments on campus teach courses in the environmental studies major, making it one of the most comprehensive small-college environmental programs in the country. Although local terrestrial, freshwater, and marine habitats are studied, the program is national and international in scope. Students are encouraged to take advantage of Gettysburg's proximity to scientific and policy-making agencies in the Pennsylvania state capital and Washington, D.C. Environmental studies students are actively involved in a wide variety of activities across the country, from working on economic development issues with Native Americans in Arizona to collecting field data on the ecology of Maine's coastal zone. At the global level, students can utilize the College's

extraordinary travel opportunities to investigate firsthand the environmental problems facing Africa, Asia, Europe, and Latin America. In the classroom or laboratory, on an internship site or service learning project, in the comfort of the library or under demanding field conditions, students are taught to approach environmental issues with an open mind, to examine alternatives carefully, and to write and speak effectively about their work.

Liberal Arts Core Requirements

The Liberal Arts Core requirement in the natural sciences may be satisfied by the following: Environmental Studies 121, 122, 124, 126, 128, 130, and 196.

Requirements and Recommendations

Environmental studies offers three levels of involvement for students interested in the environment. Students who want to learn about environmental issues but are not planning a major or a minor in the discipline are encouraged to take 100-level environmental studies courses. Students with a stronger interest in environmental studies may pursue the major or minor.

Major in Environmental Studies

Environmental studies at Gettysburg involves an interdisciplinary approach that links environmental protection, economic development, and human rights issues on a global scale. There is a strong foundation in the natural and social sciences, with an emphasis on quantitative skills. Students engage in a senior capstone experience; they are also encouraged to pursue off-campus study, internships, and research opportunities.

The Environmental Studies department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree. For the B.A., majors must complete the Core Requirements as well as choose, in consultation with an Environmental Studies faculty member, a set of related courses that form an area of concentration. Students take at least 14 courses to complete their B.A. For the B.S. and in addition to the B.A. requirements, students must complete the three introductory two-course sequences in biology (Bio 111–112), chemistry (Chem 107–108), and physics (Phys 103–104 or 111–112), and take at least 16 courses.

Minor in Environmental Studies

The Environmental Studies minor consists of the five-course ES core requirements (ES 196,

211, 223, 260, and 400) and one additional Environmental Studies course elective.

Core Requirements

Students are encouraged to complete the first four Environmental Studies core courses (ES 196, 211, 223, and 260) by the end of the sophomore year. The 400-level capstone requirement is met in the senior year.

Environmental Studies (five courses)

ES 196 Environmental Science and Society

ES 211 Principles of Ecology OR

Bio 205 Ecology

ES 223 Introduction to Earth System Science

ES 260 Introduction to Geographic Information Systems

ES 400 Environmental Studies Seminar OR

ES 460 Individualized Study: Research

Humanities (choose one option)

ES/Eng 261 Thoreau and Dillard

Phil 107 Environmental Ethics

Rel 264 Religion and Environmental Ethics

Mathematics (choose one option)

Math 105–106 Calculus with Precalculus

Math 111 Calculus

Natural Sciences (choose one option)

Bio 111 Introductory Biology AND

Bio 112 Form and Function of Living Organisms

Chem 107 Chemical Structure and Bonding

AND **Chem 108** Chemical Reactivity

Phys 103 Elementary Physics I AND

Phys 104 Elementary Physics II

Phys 111 Mechanics and Heat AND

Phys 112 Waves and Electricity and Magnetism

Social Sciences (choose one option)

Econ 103 Principles of Microeconomics

Econ 341 Environmental Economics

ES 333 Environmental Policy

Pol Sci 101 American Government

Pol Sci 103 Introduction to International Relations

Pol Sci 104 Introduction to Comparative Politics

Area of Concentration

Students must take at least four courses within their chosen area of concentration. Some courses may have prerequisites. Courses may count more than once in the major, as long as a student takes at least 14 courses for the B.A. or 16 courses for the B.S. The following are examples of possible areas of concentration.

Applied GIS and Spatial Analysis

Area core:

- Bio 260** Biostatistics OR **Econ 241** Introductory Economics and Business Statistics OR
Math 107 Applied Statistics OR **Pol Sci 215** Political Science Research Methods OR
Soc 302 Sociological Research Methods AND
Soc 303 Data Analysis and Statistics
CS 103 Introduction to Computing OR
CS 111 Computer Science I
ES 312 Environmental Applications of GIS

Electives:

- Econ 348** The Economics of Spatial Environmental Analysis
ES 161 Physical and Human Geography
ES 318 Glaciers and Records of Climate Change
Phys 352 Optics and Laser Physics

Conservation Biology

Area core:

- Bio 111** Introductory Biology
Bio 112 Form and Function of Living Organisms
ES 316 Conservation Biology

Electives:

- Bio 204** Biology of Flowering Plants
Bio 211 Genetics
Bio 307 Limnology
Bio 314 Evolution
ES 306 Marine Ecology
ES 350 Coastal Ecology of Maine
Phys 351 The Rocky Mountain West: Physical and Cultural Geographies

Earth Systems Science

Area core:

- Chem 107** Chemical Structure and Bonding
Chem 108 Chemical Reactivity
Phys 103 Elementary Physics I and
Phys 104 Elementary Physics II OR
Phys 111 Mechanics and Heat and **Phys 112** Waves and Electricity and Magnetism
ES 318 Glaciers and Records of Climate Change
ES 322 Geomorphology

Electives:

- Astr 208** Topics in Astronomy
Bio 307 Limnology
ES 225 Physical Geology
ES 226 Structural Geology
ES 312 Environmental Applications of GIS

Environmental Policy and Management

Area core:

- Econ 341** Environmental Economics
ES 333 Environmental Policy

- Pol Sci 101** American Government OR **Pol Sci 103** Introduction to International Relations OR **Pol Sci 104** Introduction to Comparative Politics

Electives:

- Econ 245** Intermediate Microeconomic Theory
Econ 250 Economic Development
Econ 251 International Economics
Econ 305 Public Finance
Econ 348 The Economics of Spatial Environmental Analysis
ES 240 Energy: Production, Use, and Environmental Impact
ES 312 Environmental Applications of GIS
ES 317 Chesapeake Bay Environmental Issues
ES 351 The Rocky Mountain West: Physical and Cultural Geographies
IDS 255 Science, Technology, and Nuclear Weapons
Phys 310 Atomic and Nuclear Physics
Pol Sci 251 Political Economy of Advanced Industrial Societies
Pol Sci 252 North-South Dialogue
Pol Sci 308 State Politics and Polity
Pol Sci 340 Models and Policy Analysis
Pol Sci 362 Peasants, Politics, and Rebellion
Pol Sci 363 The Politics of Developing Areas
Soc 203 World Population
Soc 311 Theories of Community
Soc 312 Theories of Social Change

Environmental Science

Area core:

- Bio 111** Introductory Biology
Bio 112 Form and Function of Living Organisms
Chem 107 Chemical Structure and Bonding
Chem 108 Chemical Reactivity
Phys 103 Elementary Physics I and
Phys 104 Elementary Physics II OR
Phys 111 Mechanics and Heat and **Phys 112** Waves and Electricity and Magnetism

Electives:

- Bio 200** Physiology of Plant Adaptations
Bio 204 Biology of Flowering Plants
Bio 260 Biostatistics
ES/Bio 306 Marine Ecology
Bio 307 Limnology
Chem 203 Organic Chemistry
Chem 304 Organic Chemistry
Chem 317 Instrumental Analysis
ES 225 Physical Geology
ES 226 Structural Geology
ES 315 Land: Ecology, History, and Culture
ES 316 Conservation Biology

- ES 317** Chesapeake Bay Environmental Issues
- ES 318** Glaciers and Records of Climate Change
- ES 322** Geomorphology
- ES 350** Coastal Ecology of Maine
- Phys 310** Atomic and Nuclear Physics
- Phys 325** Advanced Physics Laboratory
- Phys 352** Optics and Laser Physics

Landscape Ecology and Land Use

Area core:

- ES 312** Environmental Applications of GIS
- ES 315** Land: Ecology, History, and Culture

Electives:

- ES 225** Physical Geology
- ES 226** Structural Geology
- ES 316** Conservation Biology
- ES 322** Geomorphology
- ES 351** The Rocky Mountain West: Physical and Cultural Geographies
- Hist 236** Urbanism in American History
- VAH 217** History of Modern Architecture

Marine and Freshwater Ecology

Area core:

- Bio 111** Introductory Biology
- Bio 112** Form and Function of Living Organisms
- Bio 307** Limnology OR **ES/Bio 306** Marine Ecology (*whichever is chosen, the other may be used as an elective*)

Electives:

- Bio 218** Biology of Algae and Fungi
- Bio 227** Invertebrate Zoology
- ES 317** Chesapeake Bay Environmental Issues
- ES 318** Glaciers and Records of Climate Change
- ES 350** Coastal Ecology of Maine
- ES 322** Geomorphology

Nature and Human Culture

Area core:

- ES 315** Land: Ecology, History, and Culture OR **Phil 107** Environmental Ethics (*whichever is chosen, the other may be used as an elective*)

Electives:

- ES/Eng 261** Thoreau and Dillard
- Hist 103** Europe, Asia, and Africa: 1750–1930
- Hist 230** Native American–European Encounter in North America
- Hist 236** Urbanism in American History
- IDS 268** The Arts, Environment, and Religions of Indonesia
- Phil 333** Philosophy and Science
- Phil 340** American Philosophy
- Rel 226** Native American Spirituality
- Rel 264** Religion and Environmental Ethics

- VAH 217** History of Modern Architecture
- VAH 227** Art of the First Nations of North America: Eastern Woodlands and Plains
- VAH 228** Art of the First Nations of North America: The Far North and West

Self-Designed Area of Concentration

An area of concentration that combines courses from existing areas of concentrations or from existing areas of concentrations and elsewhere in the Gettysburg College curriculum may be designed in consultation with a faculty advisor and must be approved by the Department Chair. The self-designed area of concentration is meant to allow students to take advantage of special circumstances, such as courses offered by visiting faculty, or to combine courses in a unique and logical way to help students achieve their career goals. For example, a student interested in environmental journalism or nature writing might design a concentration that included English 201 Writing the Essay, English 203 Journalistic Writing, and English 304 Writing the Personal Essay.

Special Programs

Faculty members teaching environmental studies are active scholars who involve students in their projects as research assistants. Research facilities include a new Geographic Information Systems (GIS) laboratory, electron microscopes, environmental growth chambers, and a fleet of 15-passenger vans for field trips.

Many of the College's off-campus affiliated programs provide excellent opportunities to study environmental issues in the U.S. and abroad. These include the American University Environmental Policy Semester in Washington, D.C., which offers internships with government agencies and private environmental organizations, as well as research projects in Costa Rica and Kenya. The College is one of a select few to maintain cooperative programs in marine science with Duke University Marine Laboratory and the Bermuda Biological Station. Students also study at affiliated environmental science and policy programs at universities in Australia, Denmark, England, and New Zealand, as well as at the Ecosystems Center in Woods Hole, Massachusetts. In addition, the Duke University School of the Environment has entered into an agreement with the College that permits students to start work at Duke on a Master of Environmental Management or Master of Forestry degree after three years at Gettysburg. This cooperative agreement allows

students to earn the bachelor's and master's degrees in just five years.

All across the nation, public and private schools have recognized the importance of environmental issues and are adding courses in environmental studies to their curricula. Students interested in a teaching career who wish to combine training in education and environmental studies are encouraged to contact the education department.

121 Environmental Issues Introduction to national and global environmental issues. Students learn the basic concepts of ecology, including population growth models, species interactions, and ecosystem and biosphere processes. Building on this scientific base, students use an interdisciplinary approach to analyze economic, ethical, political, and social aspects of environmental issues. Topics include human population dynamics, air and water pollution, toxic wastes, food production, land use, and energy utilization. Course does not count toward the major or minor in environmental studies.

Staff

122 Natural Catastrophes and Geologic Hazards Investigation of natural disasters and the fundamental geologic principles that cause them. Topics include earthquakes, volcanoes, landslides, floods, and tsunamis. The importance of geologic information to land-use planning is discussed. Preparation for these hazards and establishing prediction methods are also evaluated.

Ms. Principato

124 Meteorology Study of the atmosphere and atmospheric phenomena, as well as associated interactions with the oceans and the earth's surface and its organisms. Topics include composition and energy budgets of the atmosphere, cloud development and precipitation, air pressure, winds and fronts, and atmospheric circulation patterns. Destruction of the ozone layer and ultraviolet radiation, the greenhouse effect, pollution, and global warming are also examined. Course does not count toward the major or minor in environmental studies.

Mr. Mikesell

126 Climatology Study of the localized weather of a region. Influencing factors of climate are examined, including continental vs. oceanic/lake effects, temperature and precipitation, the role of cyclones and anticyclones, and topographic and organismic alterations. Also analyzed are specific climatological disturbances,

such as thunderstorm formation, tornado development and occurrence, hurricane structure and movement, el Niño and the Southern Oscillation (ENSO), and la Niña. Course does not count toward the major or minor in environmental studies.

Mr. Mikesell

128 Oceanography Introduction to our planet's oceans, beginning with the history of oceanography and focusing on the fundamental concepts of chemical, physical, geological, and biological oceanography. Important environmental problems in marine habitats are also explored. Topics include ocean exploration, plate tectonics, hydrothermal vents, currents, tides, upwelling, waves, tsunamis, ocean-climate interactions, El Niño, global nutrient cycles, primary production, biodiversity, pollution, overfishing, and the law of the sea. Course does not count toward the major or minor in environmental studies.

Staff

130 The Chesapeake Bay Ecosystem Introduction to the physical, chemical, and biological components of the Chesapeake Bay ecosystem. Emphasis is placed on the history of the Bay, primary production dynamics, habitat types, and pelagic and bottom-dwelling organisms. Human impacts on the Bay and its watershed are discussed, including contemporary issues such as crab and oyster fisheries, aquaculture, nutrient inputs, toxic chemicals, exotic species invasions, and the management goals of the Chesapeake Bay Program. Course does not count toward the major or minor in environmental studies.

Staff

161 Physical and Human Geography Studies of human activities in their locational context. Topics include basic place name geography, weather and climate, population trends and characteristics, health and human development, culture and language, technology and economic development, human ecology, and environmental problems.

Ms. Wu

196 Environmental Science and Ecology Analysis of the major environmental problems facing the U.S. and the world. Application of modern ecological theory to current environmental problems is emphasized. Perspectives from the natural sciences, social sciences, and humanities are used to investigate population growth,

agricultural practices, pollution, energy, natural resource use, endangered species, and land-use patterns in the industrialized and developing nations.

Mr. Wilson

211 Introduction to Environmental Science:

Principles of Ecology Introduction to current ideas in theoretical and empirical ecology. A quantitative approach is used to examine population dynamics, competition, predator-prey interactions, life-history strategies, species diversity patterns, community structure, energy flow, biogeochemical cycling, and the biosphere. Course provides a foundation for further work in environmental studies. Three class hours and laboratory. Credit is not given for both Environmental Studies 211 and Biology 205. *Prerequisite:* One year of college science.

Mr. Commito

223 Earth System Science Introduction to the natural environment and human interaction with it. Physical processes of the Earth's atmosphere, hydrosphere, lithosphere, and biosphere are examined. Topics include geological processes and hazards, water resources, waste management, energy and mineral resources, and human impact on global climate change. Lab sessions provide practical exercises on basic earth systems principles and environmental applications. Local field trips to environmental and geologic sites are included.

Ms. Principato

225 Physical Geology Investigation of the earth's materials and processes that explain the physical structures that make our planet unique. Topics include the Earth's position in space, rock and mineral types, volcanism, glaciation, and seismic events influenced by tectonic activity. *Prerequisite:* One year of college science.

Alternate years.

Mr. Mikesell

226 Structural Geology Investigation of the earth's varied topographical regions and the processes that produce change. Topics include tectonism, orogenesis, crustal deformation, and erosional agents such as wave action, wind, water, and mass wasting. *Prerequisite:* One year of college science. Alternate years.

Mr. Mikesell

240 Energy: Production, Use, and Environmental

Impact Conventional and alternative energy sources are examined with respect to supply, price, technology, and environmental impact.

U.S. consumption patterns are studied and the potential of conservation is addressed. Topics include nuclear reactors, fossil fuel supply, photovoltaics, air pollution, greenhouse effect, and energy efficient architecture. *Prerequisite:* One year of college science.

Mr. B. Crawford

260 Introduction to Geographic Information

Systems Analysis of geographic data and issues relevant to their use. Topics include digital geographic information technologies, digital data sources and database development, geodesy and map projections, data models and structures, data quality and sources of error, spatial analyses, and introduction to basic satellite image processing. Laboratory uses ArcGIS software to provide hands-on experience in the use and analysis of geographic data.

Prerequisite: One year of college natural science, social science, or computer science.

Ms. Wu

306 Marine Ecology Analysis of the ecology of marine systems. The open ocean, estuaries, salt marshes, beaches, mud and sand flats, seagrass beds, rocky shores, coral reefs, and deep sea are examined. Problems of pollution, beach erosion, and the management of declining fisheries are also presented. Quantitative field work in a variety of coastal habitats is conducted on a required field trip to Duke University Marine Laboratory and the Outer Banks barrier island chain. Three class hours and laboratory-field work. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years. Cross-listed as Biology 306.

Mr. Commito

312 Environmental Applications of Geographic

Information Systems Application of geographic information systems, spatial data, and spatial analytic methods to selected environmental problems. Many environmental problems have an inherent spatial component that can be addressed using spatially referenced data and quantitative methods. Topics include how to use GIS, spatial data, and spatial analytic approaches to study selected environmental problems, including land resources management, land conservation, watershed systems, and non-point pollution.

Ms. Wu

315 Land: Ecology, History, and Culture

Exploration of the ecology, history, and culture of land, the foundation upon which human and natural communities exist, focusing on

landscape ecology as a tool for analyzing the terrestrial environment at the scale of human intervention. Course also looks at land in western culture and contemporary issues of land management. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years. Offered 2001–2002.

Staff

316 Conservation Biology A discipline comprising pure and applied science, which focuses on the preservation of biological diversity. Focus implicitly recognizes that preserving the genetic and ecological features of a species requires preservation of that species' niche. Topics include food web organization, spatial heterogeneity and disturbance, consequences of small population size and inbreeding, captive propagation, demographics of population growth, and species reintroduction and management. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years.

Ms. Delesalle

317 Chesapeake Bay Environmental Issues

Analysis of the geology and natural history of the Chesapeake Bay region in the context of society's exploitation of a natural system. Course traces the settlement of the region, as well as how the Bay affected the society that developed along its shores, and how the Bay was, in turn, affected by this growth and development. Readings from the scientific, historical, sociological, and economics are studied to form a coherent portrait of the interplay between society and the environment. *Prerequisite:* Environmental Studies 211 or Biology 205. Alternate years. Offered 2001–02.

Staff

318 Glaciers and Records of Climate Change

Introduction to glacial geology and records of climate change over the last two million years. Course examines basic glaciology, glacial erosion, and depositional processes. Analysis of land forms is used to make interpretations of climatic variability. Climate records from ice cores and sediment cores are evaluated. Natural and human-induced climate change is discussed.

Staff

333 Environmental Policy Analysis of the policies that guide the use, control, and management of natural resources. Students examine the laws, bureaucracies, economics, politics, and ideologies underlying policy-making processes in order to understand how and why certain

policies emerge, as well as their social and ecological effects. Primary focus is on the United States, but the growing international dimension of environmental policies and the ambiguous role of the United State in these efforts are also considered. *Prerequisite:* Any 100-level Environmental Studies course or Political Science 101. Cross-listed as Political Science XX. *Mr. Wilson*

350 Coastal Ecology of Maine Intensive two-week field and laboratory experience to investigate marine and terrestrial environments in Maine. Students collect and analyze data, using quantitative sampling techniques to test hypotheses on the ecology of major habitats. Field sites include rocky and soft-sediment shores, open beaches, spruce-fir forests, blueberry barrens, and peat bogs. Emphasis is on the geological phenomena that created North America's glaciated landscape. Relationships between environment and human activities in this rural area with its natural resource-based economy are explored. *Prerequisite:* Environmental Studies 211 or Biology 205.

Mr. Commito

400 Seminar Advanced study of an important national or global environmental issue. Interdisciplinary approach is used to analyze the problem from a variety of viewpoints in the humanities, social sciences, and natural sciences. Students are responsible for a major term paper involving independent research. Topics differ each semester. *Prerequisite:* Senior standing as a minor or major in environmental studies or permission of instructor.

Staff

460 Individualized Study: Research Independent investigation of an environmental topic of interest to the student. In conjunction with a faculty member, the student writes a research proposal due the tenth week of the spring semester of the junior year for a project to be conducted in the senior year. Student usually defines a research question and collects data to test a hypothesis. Such work may be done in the laboratory or field or with a computer database. A substantial paper is written and presented orally. Studio, performance, and writing projects may also be appropriate individualized study activities. *Prerequisite:* Senior standing as a major or minor in environmental studies and a GPA of at least 2.8, or permission of instructor.

Staff

FRENCH AND ITALIAN

*Professors Gregorio, Richardson Viti, and
Viti (Chairperson)*

Associate Professor Binet

Assistant Professors Anchisi, Journey, and Perry

Instructor Martin

Lecturer Fasolini

Overview of French

Foreign language study not only teaches students much about their native tongue, but also introduces them to another people's language, literature, and customs. This awareness of cultural and linguistic relativity is one of the hallmarks of a liberal arts education.

Introductory French courses develop students' skills in spoken and written French and acquaint them with the literature and culture of the French-speaking world. Language laboratory work is mandatory for all beginning students. With emphasis on oral/aural proficiency, it complements classroom instruction in the language.

Advanced language allows the student to reach the higher level of mastery in French required in more specialized study and usage. In the more advanced literature and civilization courses, students study French writing and culture in greater depth, thereby gaining considerable knowledge of and insight into France's past and present achievements in all fields of endeavor. Students at all levels of French are encouraged to study abroad, either in the College-sponsored programs at the Institute for American Universities in Aix-en-Provence or at the Centre d'Etudes Françaises in Avignon, or in another approved program, as an inestimable enhancement to their understanding of the country, its people, and its language. When students choose the College-sponsored course of study in Aix or Avignon, both credits and grades are transferred and financial aid may be applied to participation in the program.

Students specializing in French will find that their major studies, in addition to their humanistic value, afford sound preparation for graduate study and for careers in teaching or interpreting. A knowledge of French will also be invaluable to them in the fields of international business and government, as well as social work. *All courses offered in the department are conducted in French.*

Requirements and Recommendations

Major Requirements: The French major curriculum, which includes a minimum of ten courses at or above the 300-level, is made up of two sequences:

- 1) A group of four required courses, three of which—300 first, then 305 and 310—should be taken before further progress in the major program unless there is a valid reason for exception, (305 or 310 may be taken simultaneously with 300); and French 400, which must be taken in the spring semester of the senior year.
- 2) A set of six electives chosen from the other departmental offerings at the 300 level.

All French majors are required to spend at least one semester studying abroad in a program approved by the department. The number of courses taken abroad for credit toward the major is limited to three.

Students planning on certification in secondary education must include both a history/ geography/ civilization course, a phonetics course and a linguistic component in their program of study. These requirements can be met by completing French 351 and Education 304 or by taking the equivalent courses in a program of study abroad.

Individualized study may be taken only once as part of the minimum requirements for the major. All majors must take at least one course within the department during their senior year. These requirements may be waived in special cases at the discretion of the department.

Minor Requirements: Six courses are required for a minor in French. For students who begin in the 101–102, 103–104, or 201–202 sequences, 202 will count toward the minor. In addition, students must take 205, 300, and three additional courses above 205.

Students who begin in 205 must take, in addition, 300 and four other courses above 205.

Students who begin on the 300 level must take 300 and five additional courses above 300. As with the major, courses taken abroad may be counted toward a minor, subject to the approval of the department chairperson. **The number of courses taken abroad for credit toward the minor is limited to two.**

Students contemplating a minor in French

should register with the department chairperson and be assigned a minor adviser.

French 305 is a prerequisite for majors and minors for all literature and film courses above the 205 level.

Students who have completed the language requirement and who wish to continue in French, but do not contemplate either a major or minor, may take 205, 211, 300, or 305. Permission of the department chairperson is required for entry into all other courses.

Liberal Arts Core Requirements

Prior to their first registration at the College, all students receive preregistration materials, which give detailed instructions on language placement and fulfillment of the Liberal Arts Core requirement in foreign language.

The Liberal Arts Core requirement in foreign language may be satisfied by successful completion of French 202. Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination. *No student may continue French unless he/she has taken the Departmental Placement Examination.*

All French literature and civilization courses may be used to satisfy the liberal arts humanities requirement, including any approved literature or civilization course completed abroad. French 331 fulfills the non-Western requirement.

Study Abroad for Majors

Juniors and first-semester seniors who have completed French 300 or its equivalent may study for one or two semesters at the College's affiliated program in Avignon, France. Both credits and grades from this program will be transferred, and Financial Aid may be applied to participation. Students will live with French families. (See *Off-Campus Study*.)

Study Abroad for Minors

Students pursuing a minor in French may study for a semester at the College's affiliated program in Aix-en-Provence. In exceptional cases, minors may study at the College's program in Avignon. Both credits and grades from these programs will be transferred, and Financial Aid may be applied to participation. Students will live with French families. (See *Off-Campus Study*.)

Intermediate Program Abroad

Students may complete the language distribution requirement in French by studying

for a semester in Aix-en-Provence. The department's Intermediate Program is offered every fall semester and includes two required courses in French language, plus three elective courses from areas such as political science, history, art, psychology, etc., which may satisfy liberal arts and/or major/minor requirements. Students will live with French families.

Special Facilities

Special facilities include technology classrooms in McKnight Hall and the Language Resource Center in Breidenbaugh Hall.

Special Programs

See *Study Abroad, Institute For American Universities Programs in Avignon and Aix-en-Provence*.

Other Activities

The department and the French Teaching Assistant sponsor various activities and organizations, such as the weekly Table française in the Dining Hall, the Cercle Français (French Club), French films, and lectures.

FRENCH

101–102 French for Beginners Elements of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously. Successful completion of 101 is a prerequisite for entry into 102. A student may not receive credit for both 101 and 103; 102 and 104.
Staff

103–104 Elementary French Fundamentals of speaking, reading, and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Placement Examination. Successful completion of 103 is a prerequisite for entry into 104 unless a student is placed in 104 according to the placement exam. A student may not receive credit for both 101 and 103; 102 and 104.
Staff

201–202 Intermediate French Grammar review and practice in oral French in the fall semester, with stress on reading and written expression in the spring. Contact with French culture is maintained throughout. Enrollment limited to those who have previously studied French and who have completed 101–102 or 103–104, or who are enrolled according to achievement on the Departmental Placement Examination.

Successful completion of 201 is a prerequisite for entry into 202, unless student is placed there according to the placement examination.

Staff

205 Readings in French Literature Two objectives: skill in reading French prose for comprehension and reading a significant amount of French literature of literary and cultural merit. This course differs from French 201, 202 in that it emphasizes reading for comprehension of content. Offered every fall.

Staff

211 French Civilization Introduction to aspects of contemporary French society through a study of French history. Offered every spring.

Staff

300 Practice in Communication Oral, aural, and written practices of French structures. Collaborative writing, group discussions, individual compositions, and presentations. Recent French films serve as text. Required of all majors and minors. *Prerequisite:* French 202 or equivalent. Offered every semester.

Staff

305 Approaches to Literary Analysis Reading and analysis, in their entirety, of representative selections of prose, poetry, and theatre. Course aims to introduce students to interpretive strategies, and to make them more aware of and competent in the reading of literature. *Prerequisite:* French 202 or equivalent. Required of all majors. Course is a prerequisite for all literature courses on the 300-level for both majors and minors. Offered every year.

Staff

310 French Revolutions: Political, Social, and Cultural Upheaval Since 1789 Overview of the various revolutions in France following the Revolution of 1789. Course examines the many political changes from the rise of the French Republic to the current phenomenon of cohabitation, as well as changes that have transformed the face of France in the last two centuries, on fronts as diverse as architecture, the fine arts, demography, and culture. Required of all majors. Offered every year.

Staff

331 Francophone Identities Study of literary texts from the Francophone world (French-speaking countries in North Africa, sub-Saharan Africa, the Caribbean, Quebec, and Vietnam). In addition to their intrinsic literary worth, the selections bring to light the changing identities

of formerly colonized people in a post-colonial world. Major emphasis is placed on the study of the literary texts, but the historical and cultural context is also covered. Fulfills non-Western requirement. Offered 2005–06.

Ms. Journey

332 French Film: Images, Sounds, Theories Study of selected major French films from the New Wave movement to recent cinema. Course is an introduction to the study of the techniques, theory, and semiotics of film as an art form. It includes a reflection on the relationships between image production, social landscapes, and lifestyles in changing contemporary France. Students learn to distinguish between the production and reception of cinematic language. *Prerequisite:* French 305 or equivalent. Offered 2004–05.

Ms. Binet

333 French Cultures: Visuals and Texts from Contemporary France Study of specific intersections and influences among selected visual arts productions, motion pictures, and poetic texts in a changing twenty-first-century France. Students are invited to read between shapes and colors, to see and hear poetry, to decode film languages and to detect correspondences. Definitions of techniques and decoding systems pertaining to each artistic expression are presented and debated. *Prerequisite:* French 305 or equivalent. Offered 2005–06.

Ms. Binet

335 A Woman's Life: Fact and Fiction About the Female Experience Study of the female experience through the words of women themselves. As Annie Leclerc pointed out in *Parole de femme*, for too long men have coopted language and assumed the task of telling women who they are. Course addresses such a presumption and examines, in both fiction and nonfiction, firsthand experience from childhood through aging. *Prerequisite:* French 305 or equivalent. Offered 2005–06.

Ms. Richardson Viti

340 Masterpieces of French Literature Reading and discussion of masterworks of French poetry, prose, and theater in their historical, artistic and social contexts. Works by such authors as Villon, Montaigne, Molière, Mme de Lafayette, Voltaire, Balzac, Flaubert, Colette and Beckett are read in their entirety. *Prerequisite:* French 305 or equivalent. Offered 2004–05.

Staff

342 Classical Greek Heroes on the French Stage

Reading and analysis of plays based on Greek myths by such authors as Corneille, Racine, Cocteau, Anouilh and Sartre. Comparison and contrast with the original myth and/or play helps elucidate "modern" responses to the eternal questions posed by classical Greece and its literary masters. *Prerequisite:* French 305 or equivalent. Offered 2004–05.

Mr. Viti

343 He Said, She Said: Gender Perspectives in the Contemporary French Novel

Study of the conflicting male/female perspective in representative works by major twentieth-century French writers from Colette and Butor to Proust and Beauvoir. *Prerequisite:* French 305 or equivalent. Offered 2004–05.

Ms. Richardson Viti

344 Moralists and Immoralists in French

Literature Study of topics in French literature over the centuries, examining works of prose whose thematics revolve around the question of morality. Course presents a survey of novels, short fiction, maxims, and fragments that either advance or reject the conventional moral system. Authors studied include La Bruyère, La Rochefoucauld, Pascal, Mme de Lafayette, de Bergerac, Sade, Diderot, Balzac, Flaubert, Huysmans, Gide, Duhamel, and Camus.

Prerequisite: French 305 or equivalent. Offered 2005–06.

Mr. Gregorio

350 Advanced Stylistics Intensive practice in the refinement of writing skills directed toward a sophisticated and idiomatic use of the language. Course work includes composition, translation, comparative stylistics, French for use in commercial and other correspondence, and work in the spoken language. *Prerequisite:*

French 300 or equivalent. Offered 2005–06.

Staff

351 Phonetics and Diction Phonetic theory, practice, and transcription. Intensive training in pronunciation and diction. Intended for majors/minors prior to foreign study. Offered 2005–06.

Staff

352 French Translation Study and practice in translating from French to English and from English to French. Course develops the ability to render idiomatic French into idiomatic English, and vice-versa. Offered 2005–06.

Staff

400 Seminar Intensive study of a particular aspect of French literature, civilization, or culture to be determined by the instructor. Past offerings include *The Art of Emile Zola*, *The Image of Women in French Literature: A Feminist Perspective* and *The Gaze and Self-Image in French Film, 1959–89*. Course is for seniors (in the final semester) to complete undergraduate work in French. *Prerequisites:* Limited to seniors, except with permission of instructor and approval of department chairperson. Offered every spring.

Staff

Individualized Study Guided readings or research under the supervision of a faculty member. *Prerequisites:* Permission of instructor and approval of department chairperson.

Staff

ITALIAN**Overview of Italian**

Learning Italian is an integral part of the liberal arts experience. It enriches one's capacity to think, empowers one to write more effectively, and solidifies one's understanding of language systems. As an undergraduate discipline, Italian further opens the door to a country rich in art, music, literature, history, and cinematography.

The Italian program at Gettysburg College offers beginning and intermediate language learning, complemented by courses in Italian cinema and culture taught in English. Instructors provide dynamic, grammar-based oral activities that aim at communicative proficiency. Students master both passive (reading and comprehension) and active (speaking and writing) skills. Throughout this process, students are exposed to Italian film, web sites, contemporary events, music, and lifestyle. Study-abroad opportunities exist at all levels.

Liberal Arts Core Requirements

Italian 222 and 260 fulfill the Liberal Arts Core requirement in the humanities.

Study Abroad

Fall Semester in Florence, Italy. Every fall students are invited to participate in the semester study abroad program sponsored by Syracuse University. Students will take courses in Italian language, the arts, humanities, and social sciences. (See Off-Campus Study.)

101, 102 Elementary Italian Fundamentals of Italian grammar, composition, pronunciation. Emphasis on oral comprehension, verbal communication, reading, and writing.

Classroom interaction stresses aural-oral method of language learning. Regular laboratory work reinforces grammar and writing skills and is required of all students. Course includes use of audio-visual materials and introduction to important aspects of Italian culture. Successful completion of 101 is a prerequisite for entry into 102.

Staff

201, 202 Intermediate Italian Review of Italian grammar as well as further development of speaking, listening, reading, and writing skills. Text includes culturally authentic excerpts from Italian newspapers and magazines. Course content helps students learn about modern Italian civilization and current social problems. Regular compositions develop students' writing skills; audiovisual materials and required listening assignments improve listening and speaking abilities. Enrollment is limited to those who have completed 101–102 or who are enrolled according to the departmental placement examination. Successful completion of 101 is a prerequisite for entry into 202.

Staff

222 Introduction to Italian Cinema

Chronological and stylistic survey of Italy's contributions to world cinema. Films selected also draw attention to major historical events and cultural developments in Italy. Course examines neorealism and reactions to it, and presents the work of noted auteurs Antonioni, Bertolucci, Fellini, Pasolini, and Wertmüller. Weekly screening of films on video in Italian with English subtitles; lectures and discussions conducted in English. Not offered every year.

Staff

Ital 250 Modern Italy: 1860–Present A survey of modern Italian history taught in English. Course provides an in-depth analysis of the Risorgimento (The Italian Unification Movement), Italian immigration to America, Italy in World War I, Fascism, Italy in World War II, the Resistance, the Reconstruction, the Economic Miracle of the 1950s, the student-worker protests of the 1960s, terrorism, the Second Economic Miracle of the 1980s, and the fall of the First Republic. Offered 2005–06.

Staff

260 Italian Culture Exploration of some of the most influential examples of Italian history, literature, art, music, film, and philosophy in their historical context, from the Roman period to the present, with emphasis on the twentieth

century. Students gain familiarity with a wide range of Western culture's most celebrated accomplishments, a solid appreciation of Italian history, and an enriched ability to think critically about their own culture. Taught in English. Offered 2004–05.

Mr. Perry

301 Italian Society Study of a variety of aspects of recent Italian history and culture. Topics range from politics and the economy to environmental issues, the Southern Question, emigration, Carnevale, and popular music. Reading and language skills are honed through discussion of questions answered from text readings; through short, argumentative papers; and through a review of grammar. *Prerequisite:* Italian 202 or equivalent. Offered every year.

Staff

302 Italy in the New Millennium Further refinement of students' fluency in Italian by combining linguistic proficiency with a cultural exploration of one of Europe's most fascinating countries. Italy's literary and cultural patrimony is studied through texts, articles, and film.

Prerequisite: Italian 301 or equivalent. Offered every year.

Staff

GERMAN

Associate Professors Armster, McCardle (Chairperson), and Ritterson

Overview

Learning German is more than learning a language. It's also the study of a culture and its history. The German program offers a wide range of courses so that the student of German can become proficient in understanding German literature, history, art, and politics in the context of modern society. At all levels, we encourage the partnership between the study of Germany's historical and cultural development, and the study of its language.

Courses are offered at all levels, from beginning to advanced, for majors and nonmajors. We encourage all of our students to study on our semester program in Cologne, Germany. On this program, students live with German families, participate in weekly excursions, and study German language, art, political science, literature, and history under the direction of a U.S. faculty member and resident German faculty. In addition, qualified students may study on the Gettysburg College-affiliated, junior-year program at Heidelberg University.

A resident German assistant and various cocurricular activities—films, visiting lecturers, excursions to cultural centers in Washington and Baltimore, German Club—all foster a close working relationship between students and faculty. German television broadcasts are received by a campus-wide satellite system, and in addition to library subscriptions to important journals and newspapers, the department itself maintains subscriptions to newspapers, magazines, and a collection of source materials for use by students and faculty.

Requirements and Recommendations

German 202 or equivalent proficiency is considered a prerequisite to all higher-numbered German courses, unless specified otherwise.

Major Requirements: A major consists of a minimum of ten courses beyond the intermediate language level, including 301 (or 303–304), 305, and 306; 311, 312, 400; at least two courses from those numbered 325, 328, 331, 333, 335, or 340; and one course from History 218, History 218-GC, or German 120. Women's Studies/German 351 (Women in Nazism) also counts for major credit with the approval of the instructor. Majors preparing to teach German in secondary schools must also take Education 304, Techniques of Teaching, and Curriculum of Secondary German (does not count toward German major). No more than three courses taken in Cologne may count toward the major.

Majors must spend at least one semester studying in an approved program in a German-speaking country. Majors who take a study abroad program may count no more than three courses per semester or six courses for the year toward the major and must take at least two German courses in their senior year.

Majors who, by the end of the junior year, have not demonstrated a satisfactory level of competency in the reading, writing, speaking, and listening comprehension of German, as determined by the department's staff, will be assigned such additional work as considered necessary and appropriate to the attainment of such competency by the end of the senior year.

Minor Requirements: For students beginning at 202 or below, the German minor consists of 202 (or equivalent intermediate course work in Cologne), 301 (or equivalent advanced course work in Cologne), and four additional courses. For students beginning at the 301 level, the minor consists of 301 (or equivalent advanced

course work in Cologne) and five additional courses. No more than three courses taken in Cologne may count toward the minor.

Liberal Arts Core Requirements

Prior to their first registration at the College, all students receive preregistration materials that give detailed instructions on language placement and fulfillment of the Liberal Arts Core requirement in foreign language.

Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during orientation before the initial week of fall semester.

The Liberal Arts Core requirement in foreign language may be satisfied by successful completion of German 202 or any 300-level course.

All German literature and civilization courses satisfy the Liberal Arts Core requirement in the humanities.

With the consent of the history department, German 311 or 312 may be counted toward a history major.

SPECIAL PROGRAMS

Fall Semester in Cologne, Germany

Every fall semester students are invited to participate in the semester study abroad program cosponsored by the Pennsylvania Colleges in Cologne Consortium (PCIC). This program is open to all students, sophomore through first-semester senior, regardless of major, who have completed a minimum of one year of college German or the equivalent. Students register for a normal course load (4–5 courses). Two courses are German language courses:

- 203, 204** Intermediate German
- 225** German Short Fiction: Intermediate
- 303, 304** Advanced German
- 340** German Culture: Topics in German Studies

The other courses (taught in English) are from the areas of political science, history, art history, and literature and may satisfy distribution and/or major/minor requirements in those areas. These include:

- Art Hist. 215** German Art from the Middle Ages to Today

History 218 History of Germany from 1815 to the Present

Pol. Sci. 273 Political Systems of Germany

Credit for the two German courses is for the 200- or 300-level and constitutes the completion of the language requirement. Students live with German families as regular members of the family. Regular Gettysburg College tuition, room, and board cover all but personal expenses.

Junior Year Abroad

Qualified students are encouraged to study abroad one or both semesters of their junior year. Students can choose from the Gettysburg College-affiliated American Junior Year in Heidelberg program or other programs administered by American institutions at universities in Munich, Freiburg, Marburg, Berlin, Bonn, and elsewhere. (See *Study Abroad*).

GERMAN LANGUAGE

101, 102 Elementary German Essentials of grammar, composition, pronunciation. Course includes oral and written work, graded elementary reading, and use of audiovisual cultural materials and correlative drill in the language laboratory. Prepares for German 201, 202.

Staff

103, 104 Fundamental German Fundamentals of understanding, speaking, reading, and writing German. Course includes oral and written work, graded elementary reading, use of audiovisual cultural materials, and correlative drill in the language laboratory. Enrollment is limited to those who have previously studied German and who are enrolled according to achievement on the Departmental Qualifying Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

201, 202 Intermediate German Continuation of the work of German 101, 102. Progressively more difficult readings introduce the student to German literature and civilization. Course includes use of audiovisual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 102 or equivalent.

Staff

301 Advanced German Designed for advanced work in language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. Intensive practice in developing oral

communication skills, listening comprehension, and written expression. Conducted in German
Staff

GERMAN CULTURE STUDIES

205 Understanding Cultural Differences

Intercultural workshop focusing on everyday-life situations in the German-speaking world. Course highlights similarities and differences between Americans and Germans in order to improve students' understanding of other cultures and to train them to participate successfully in intercultural communication. Readings are in German; course is conducted in German. *Prerequisite:* German 201 or equivalent. Course receives half credit.

Staff

305 Modern Germany: Issues and Identity

Introduction to the German major through the study of cultural, social, economic, and political developments in postwar Germany from division to the present. Extensive use of critical/analytical readings, memoirs, literature, film, newspapers/magazines, and German television via satellite. Conducted in German, with additional language practice integrated into the course. Oral reports and short papers. *Prerequisite:* German 202 or equivalent. Course is required of all German majors.

Staff

311 From Tacitus to Frederick the Great: German Culture from Origins to 1790

Study of German cultural history from its origins to the Age of Romanticism, including such topics as Germanic tribes, medieval dynasties, romanesque, gothic and baroque styles, Reformation and Age of Absolutism. Aim is to deepen the student's understanding of and interest in the culture of the German-speaking peoples and their major contributions to the world's cultural heritage. Conducted in German. *Prerequisite:* German 301 or equivalent, or permission of instructor.

Staff

312 From Beethoven to Brecht: German Culture from 1790 to 1945

Study of the cultural history of the German people from the Age of Romanticism through the end of World War II, within the context of major social, political, and economic developments. Goal is to understand the creative spirit in nineteenth- and twentieth-century German-speaking countries, and to appreciate their major contributions to the world's cultural heritage. Conducted in

German. *Prerequisite:* German 301 or equivalent, or permission of instructor.
Staff

GERMAN LITERATURE

120 German Literature in English Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances that produced these works. Counts toward a major in German.
Staff

306 German Literature: An Introduction Introduction to the development of German literature and how to read and comprehend literary prose, poetry, and drama. Course aims to develop a sense for the art of reading, interpretive strategies for literary study, and a valid basis for the appreciation and judgment of literature. Students read, discuss, and write about literary texts in various genres and from various historical periods. Conducted in German. *Prerequisite:* German 202 or equivalent. Course is required of all German majors and is a prerequisite for all higher-numbered literature courses. Offered every year.
Staff

328 Goethe's *Faust* Intensive reading and analysis of *Faust*. Lectures and discussions highlight its aesthetic, moral, and ethical values and autobiographical significance. Modern cultural implications are also examined. Outside reading and reports. Conducted in German. *Prerequisite:* German 306 or permission of instructor.
Staff

331 German Tales from Goethe to Grass Course in German prose narrative, represented primarily in writings from the early eighteenth century to the present. Works read reflect particularly the development of German narrative since the emergence of the modern novel and Novelle. Readings are in German; course is conducted in German. *Prerequisite:* German 306 or permission of department.
Staff

333 The Poetic Voice: German Verse Study of German lyric poetry from the earliest examples to the works of contemporary poets. Class discussions of the readings concentrate on the interrelations of form, content, and idea. Course also considers the historical place of works by major figures. Readings are in

German; course is conducted in German. *Prerequisite:* German 306 or permission of department.
Staff

335 The German Stage Reading and critical analysis, through discussion and lecture, of representative dramas from the eighteenth century to the present. Includes works by Lessing, Schiller, Goethe, Kleist, Büchner, Hebbel, Hauptmann, Brecht, Dürrenmatt, Frisch, Braun, Hacks, or others. Readings are in German; course is conducted in German. *Prerequisite:* German 306 or permission of department.
Staff

340 Topics in Modern German Culture Study of selected aspects of German cultural history, including authors, themes, genres, and movements, ranging from the eighteenth century to the present.
Staff

351 Women and Nazism Examination of the effects of Nazism on women, primarily (but not exclusively) in Germany, beginning in the 1920s and extending to postwar times. Course focuses on women's perspectives as exhibited in historical and literary documents. Fulfills literature requirement. May be counted toward the German major with approval from professor. *Ms. Armster*

400 Seminar Intensive study of selected aspects of German language, literature, and civilization through reading, discussion, and oral and written reports. Topics are selected with a view to affording students an opportunity to strengthen their knowledge in areas not covered in their other course work in the department. Conducted in German.
Staff

IN COLOGNE

225 German Short Fiction: Intermediate Study of the literature of German-speaking countries from the end of World War II to the present. Course introduces students to authors and genres representing important literary currents and historical developments of the postwar era. Conducted in German.
Staff

340 Topics in German Studies Study of literary and cultural texts to enrich cultural knowledge, increase vocabulary, reinforce grammatical and communicative structures, and introduce

methods of textual analysis. Course utilizes plays and films based on current programs in Cologne.

Staff

Individualized Study Guided reading or research under the supervision of a faculty member.

Prerequisite: Permission of department.

HEALTH AND EXERCISE SCIENCES

Assistant Professors D. Drury (Co-Chairperson),

A. Hoffman, and K. Stuemphle (Co-Chairperson)

Lecturers D. Petrie and C. Wright

Adjunct Instructors M. Cantele and R. Lehman

Overview

The Health and Exercise Sciences Department is one of the most diverse departments on campus. The multidisciplinary approach of a liberal arts education is a perfect setting for a student interested in studying the fascinating world of the human body. Students in the Health and Exercise Sciences Department take courses in a variety of disciplines, including biology, chemistry, physics, and psychology. There are two majors in the Health and Exercise Sciences Department: health and exercise sciences (HES) and health and physical education (HPE). Students with these majors complete different sets of courses, which prepare them for different futures upon their graduation from Gettysburg College.

Health and Exercise Sciences Major: HES majors will develop a strong scientific foundation for the study of the human body, focusing on the structure and function of the body under a variety of conditions. Central to this foundation is an understanding of the body in conditions of wellness and disease. This program includes a strong base of natural science courses, combined with human science courses and practical/clinical experiences. Additionally, students are required to complete a senior capstone experience. Students with this major typically go to graduate school in a variety of areas, including physical therapy, physician assistant, occupational therapy, nursing, exercise physiology, cardiac rehabilitation, and medicine.

Health and Physical Education Major: HPE majors will study the practical application and implementation of knowledge related to health and fitness. This major also has a scientific foundation, but focuses on how this scientific knowledge can be used to promote health, wellness, and fitness in a variety of school,

community, or work-site settings. Students complete human science courses as well as courses in personal and community health, nutrition, and administration. Additionally, students are required to complete a senior capstone experience. Students with this major pursue careers in community health, corporate fitness, coaching, recreation, or sport administration. Students also have the option of completing additional courses to acquire K-12 Health and Physical Education Teaching Certification from the state of Pennsylvania.

Requirements and Recommendations

The Health and Exercise Sciences Department offers both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree for the major in health and exercise sciences.

B.A. Requirements for the Health and Exercise Sciences Major: HES majors must satisfy all College Liberal Arts Core requirements. Biology 101 and 112 are the required natural sciences courses and should be taken during the first year.

B.A. majors are required to take the following courses: HES 112, 209, 210, 214, 218, 309, 310, and 376. Each student must take one of the following statistics courses: Math 107, Biology 260, Psychology 205, or HES 332. Each student must also take Chemistry 107 and 108, or Physics 103 and 104. Finally, each student must complete a senior capstone experience of either HES 449 or HES 473/475.

B.S. Requirements for the Health and Exercise Sciences Major: HES majors must satisfy all College Liberal Arts Core requirements. Biology 101 and 112 are the required natural sciences courses and should be taken during the first year.

B.S. majors are required to take the following courses: HES 209, 210, 218, 309, 310, and 376. Each student must also take the following courses: Biology 211, 212, and 260; Chemistry 107, 108, 203, and 204; and Physics 103 and 104. Finally, each student must complete a senior capstone experience of HES 460.

Health and Physical Education Major: HPE majors must satisfy all College Liberal Arts Core requirements. Biology 101 and 102 are the required natural sciences courses and should be taken during the first year.

HPE majors are required to take the following courses: HES 112, 209, 210, 214, 218, 309, 211,

212, 220, 230, 320, 332, 101, 102, 201, 202, 301, and 302. Additionally, students are required to complete a senior capstone experience of either HES 473/475 or Education 304 and 476.

Students seeking K-12 Health and Physical Education Teaching Certification from the state of Pennsylvania must complete the following courses: HES 250 and 251; Education 201, 209, 304, and 476; English 101 and any other literature course; and an additional mathematics course.

Faculty advisors are available to help in counseling, but students have the sole responsibility for meeting all requirements for the HES or HPE major. It is important to declare the HES or HPE major early in the four-year curriculum. Failure to do so often results in an extra semester or two to complete the program. *HES and HPE majors must take all required courses from the HES department at Gettysburg College.*

The HES Department strongly recommends that all HES and HPE majors complete an internship in order to gain practical experience and insight into a specified area of interest. Internships may be taken during the regular academic year or during the summer. For HES majors, internships may be arranged in such settings as physical therapy, occupational therapy, cardiac rehabilitation, nutrition, physician assistant, nursing, exercise physiology, or medicine. HPE majors may choose to do internships in settings such as schools, community health, corporate fitness, coaching, recreation, or sport administration. Grading is contracted between the student and a faculty sponsor on an S/U basis and is determined by the faculty sponsor and the cooperating internship supervisor.

Health and Exercise Sciences Minor: For HES minors, Biology 101 and 112 are the required natural sciences courses and should be taken during the first year.

The following five HES courses are required: HES 209, 210, 214, 218, and 309. In addition, students must choose one of the following courses to complete the HES minor: 230, 240, 310, 311, 342, 376, or 449.

Affiliations

Gettysburg College has an agreement with Drexel University for early acceptance of selective graduates who meet the criteria for admission to the Doctor of Physical Therapy (DPT) program. The College also has an

agreement with the Johns Hopkins University School of Nursing for a combined (3-2) degree program and with Philadelphia College of Optometry for an accelerated (3-4) degree program.

Liberal Arts Core Requirements

HES 332 and 342 fulfill the Liberal Arts Core requirement in quantitative reasoning.

101, 102, 201, 202, 301, 302 Major Skills Skill development and methods and techniques of class organization and instruction for the following physical education activities: lacrosse, field hockey, wrestling, swimming, gymnastics, folk-square-social dance, baseball, softball, tennis, aerobics, conditioning, weight-training badminton, elementary school teaching, golf, archery, soccer, elementary-junior high-senior high games and recreational activities, basketball, volleyball, and track and field. Course is for health and physical education majors. 1/4 course each. *Staff*

112 Foundations of Health and Exercise Sciences

Introduction to the development of health, physical education, and recreation programs from historical, philosophical, and contemporary perspectives. Special emphasis is placed on current controversial issues existing in physical education and athletics, as well as on the diversity of career options available within allied health sciences. *Prerequisite:* Majors only or prospective majors.

Ms. Wright

209 Human Anatomy and Physiology I Systems approach to study the structure and function of the human body. Emphasis is placed on the levels of organization within the human body, and the anatomy and physiology of the integumentary, skeletal, muscular, and nervous systems. (The remaining systems are covered in HES 210.) *Prerequisites:* Biology 101 or 111 and Biology 102 or 112.

Ms. Stuemphle

210 Human Anatomy and Physiology II Systems approach to study the structure and function of the human body. Emphasis is placed on the anatomy and physiology of the cardiovascular, lymphatic, respiratory, urinary, digestive, reproductive, and endocrine systems of the human body. (The remaining systems are covered in HES 209.) *Prerequisites:* Biology 101 or 111 and Biology 102 or 112.

Ms. Stuemphle

211 Concepts in Personal Health Critical look at current health issues. Careful inspection of data concerning drugs, human sexuality, marriage and family living, aging, and environmental health is included, along with an examination of the relationship of personal health problems to the community at large.

Ms. Wright

212 Introduction to Community Health Broad overview of community health. Health promotion, consumer health, public health, school health, environmental health, preventative medicine, and the health care system are examined. Each area's contribution to community health is discussed.

Ms. Hoffman, Ms. Wright

214 Care and Prevention of Athletic Injuries

Course includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard First Aid courses is given, and certificates can be earned. Practical work covered includes massage, taping, bandaging, and application of therapeutic techniques.

Mr. Cantele

218 Kinesiology Examination of the interaction of the skeletal, muscular, and nervous systems that create movement. Areas of study include the osteology, arthrology, myology, and neurology of the head, neck, trunk, and limbs. Various skills are analyzed to determine joint motion, types of muscle contraction, and involved muscles. *Prerequisite:* HES 209.

Ms. Lehman

220 Administration in Health and Exercise Sciences Study of the administrative theory, principles, and problems in health and exercise science.

Ms. Hoffman

230 Nutrition and Performance Investigation of human nutrition, focusing on the nutrients and factors that affect their utilization in the human body. Emphasis is placed on the effects of various nutrients on fitness and athletic performance. Topics include nutritional quackery, weight control, and pathogenic practices among athletes. *Prerequisite:* Biology 101 or 111.

Mr. D. Petrie

240 Sport Psychology Study of the principles and concepts used in sports psychology. Topics of personality and the athlete, success strategies of performance, and motivational theories are covered in depth. History of sports psychology and the psychology of play and competition are also stressed. *Prerequisite:* Psychology 101.

Mr. Janczyk

250 Methods of Teaching Elementary Health and Physical Education Examination of history and philosophies of teaching elementary health and physical education. Principles, methods, and strategies for teaching elementary health and physical education will be investigated. Students explore lesson planning, classroom management intervention, and assessment strategies.

Ms. Hoffman

251 Methods of Teaching Secondary Health and Physical Education Examination of history and philosophies of teaching secondary health and physical education. Principles, methods, and strategies for teaching secondary health and physical education are investigated. Students explore lesson planning, classroom management intervention, and assessment strategies.

Ms. Hoffman

309 Exercise Physiology Study of integration of the body systems in performance of exercise, work, and sports activities. Both acute and chronic stresses are considered. Performance of exercise activities by the body under environmental stress situations is covered. Laboratory experiences include the measurement of physiological parameters under exercise conditions. *Prerequisites:* HES 209, 210.

Mr. Drury

310 Clinical Exercise Physiology Provides an understanding of exercise prescription for healthy adults and those with coronary heart disease risk factors. Standard fitness testing techniques are demonstrated in supplemental laboratory sessions. All exercise testing and prescription considerations are taught in accordance with guidelines established by the ACSM. *Prerequisite:* HES 309 or permission of instructor.

Mr. D. Petrie

311 Cardiorespiratory and Neuromuscular Conditioning Examination of the cardiorespiratory and neuromuscular aspects of conditioning, with an emphasis on understanding the physiological mechanisms

for improving athletic performance. Both the physiological and practical ways the body adapts to training are covered. Topics include aerobic conditioning, anaerobic conditioning, training for power, training for strength, and training for agility. *Prerequisite:* HES 309.

Mr. Drury

320 Adapted Physical Education and Sport

Provides instruction, experiences, and observations of the school environment and of school children. Specific abnormalities of people are studied, and exercises are adapted for individuals to allow more complete personality and physical development through activity. A laboratory experience allows students to gain first-hand experience in working with children who have special needs.

Ms. Wright

332 Measurement and Evaluation in Health and Exercise Sciences

Concentration on test preparation in the cognitive, psychomotor, and affective domains; application of measurement and evaluation topics; analysis of data through the use of computers; and participation in field experiences with standardized testing.

Ms. Hoffman

342 Biomechanical Analysis of Sport Skills

Study of the science that investigates the mechanics of the human body at rest or in motion. Course covers basic mechanical principles of statics and dynamics and application of these in the analysis of sport activities. Laboratory experiences include an analysis of a selected sport skill.

Mr. D. Petrie

376 Exercise and Chronic Disease

Exploration of the basic pathophysiology of various chronic diseases. Students develop an understanding and appreciation of the role of exercise in preventing and treating chronic disease. Topics covered include hypertension, osteoporosis, cardiovascular disease, diabetes, asthma, obesity, and hyperlipidemia. *Prerequisites:* HES 309; a basic understanding of the principles of anatomy and physiology as well as exercise physiology is expected.

Mr. Drury

449 Introduction to Research

Provides theoretical basis for conducting, interpreting, and analyzing research in exercise science. Course focuses on problem identification, project planning and instrumentation, and data collection. Written senior thesis presented to

HES faculty is required. *Prerequisite:* HES 332, Math 107, Bio 260, Psych 205, or permission of instructor.

Mr. Drury

460 Individualized Study: Research

Independent investigation of a topic of special interest, including both literature and laboratory/field research. An oral presentation to the department and a written thesis are required.

Prerequisite: Biology 260.

Staff

473 Individualized Study: Internship

Independent internship experience under the direct supervision of professional personnel in a variety of HES- and HPE-related areas. Internship must be approved by the Center for Career Development and the HES Department internship coordinator. Graded S/U.

Ms. Wright

475 Individualized Study: Internship (Summer)

Independent internship experience under the direct supervision of professional personnel in a variety of HES- and HPE-related areas. Internship must be approved by the Center for Career Development and the HES Department internship coordinator. Graded S/U.

Ms. Wright

HISTORY

Professors Birkner and Boritt

Associate Professors Bowman (Chairperson), Chiteji, Sanchez, and Shannon

Assistant Professors Hancock, Sommer, and Lowy

Visiting Assistant Professors Brasher and Weitz

Adjunct Instructors Dombrowsky, Ericson Hansen,

LaFantasie, Pore, and Tarpley

Overview

The study of history challenges students actively and creatively to engage sources of many kinds in order to construct persuasive verbal and written arguments about the past. Through an ongoing process of interpreting incomplete and often contradictory sources and participating in scholarly debates, students acquire critical thinking skills, such as the ability to make connections across time and place, to relate the specific to the general, and to recognize trends and change over time. Doing history encourages taking the long view of things; it is enjoyable; and it is liberating. Comparing different regions in different periods encourages students to appreciate the diversity of the

human experience and leads them to a deeper understanding of their own history. In addition to preparing undergraduates for graduate studies, professional endeavors, and careers in teaching and writing, majoring in history sharpens skills of independent inquiry and encourages habits of informed citizenship.

Requirements and Recommendations

Requirements for a major are ten courses, including a 100-level history course, History 300 (typically in the sophomore year), and one of the senior research seminars. All majors must pass at least three additional 300-level courses and three courses at the 200 or 300 level chosen from at least three of five groups: American, European, Latin American, African, or Asian history. (Hist 345 and CWES 205 may not both count toward the major.) Senior research seminars, numbered 408 to 422, are normally restricted to history majors, for whom one is required. A selection from the list of seminars is offered each year. They provide students with an opportunity to work in small groups with a faculty member in research upon a selected topic. Typically, participants are expected to engage in reading, discussion, oral reports, writing of formal papers based on individual research, and critiques of each other's work.

The minor in history consists of six history courses, of which no more than two may be at the 100 level and at least two must be at the 300 level. One course may be among the courses of other departments listed below. No courses taken S/U may be included.

Classics 251 (Greek History) and Classics 251 (Roman History) may be counted toward the ten-course requirement for the history major. A student who has declared a double major in history and a modern language may, with special permission from the chair of the department of history, count one of the following courses toward the ten-course requirement for the history major (but not toward the 300-level requirement): French 211; German 311, 312.

Liberal Arts Core Requirements

All courses fulfill the Liberal Arts Core requirement in the humanities. History 104, 221–224, 271, 272, and 373 satisfy the requirement in non-Western culture.

103 Europe, Asia, and Africa: 1750–1930

Introduction to the history of the modern world (app. 1750–1930). Focus is on the comparative global history of Asia, Africa, and Europe

during this period. Course examines economic, political, and cultural interactions between these three continents, and includes some history of the Americas to round out the picture of world history. Themes include global economics (slave trade, industrial revolution(s), world markets), imperialism, nationalism, and world war. Course is intended as an introductory history class for all students and fulfills one of the Humanities requirements. Course also fulfills the global history requirement for majors.

Mr. Bowman

104 History of the Islamic World to 1800

Introduction to the Islamic world from the origins of Islam to the decline of the Ottoman Empire. Course covers the geographical spread of Islam, terms of encounter with regional populations, and resulting exchanges. Students read the work of a Muslim historian and explore the role of Sufism in winning converts.

Ms. Powers

105 The Age of Discoveries, 1300–1600

Course focuses on cultural and economic interactions between Europe, Asia, the Muslim world, and the Americas, and places great “discoveries” of Western history—the new World, conquests, the “rebirth” of antiquity, and the beginnings of modern science—within their context of cross-cultural exchange. Students consider literary, scientific, and religious influences on individual encounters, as well as historians’ explanations for long-term global realignments during a dynamic period in world history.

Ms. Brasher, Ms. Sanchez

106 The Atlantic World, 1600–1850 Examination of the development of an Atlantic world system that connects Europe, Africa, and the Americas. Students study Atlantic communities in a comparative context that emphasizes international trade and communication, encounters between native and colonial peoples, the rise and fall of New World slavery, and the development of new national identities.

Mr. Shannon, Ms. Sommer

110 The Twentieth-Century World

Historical change in the global setting, from the ascendancy of the pre-First World War empires to the present. Topics include technological development, imperialism and decolonization, world wars, political revolutions, social and economic forces, and the reshaping of thought and the arts in the diverse cultures of humanity.

Mr. Birkner, Mr. Chiteji, Ms. Ericson-Hansen, Ms. Louy

203, 204 History of the British Isles Survey of British history from ancient times to the present. Includes Ireland, Scotland, and the overseas empire. Dividing point between the two courses is 1800.

Mr. Shannon

206 Spain and the New World Examination of the social, cultural, and political history of Spain and the New World from 1450 to 1700. Special attention is given to the effects which the discovery of the New World had on Spain and Latin America and the manner in which Spain imparted its institutions, culture, and beliefs to the peoples it conquered.

Ms. Sanchez

209 Women's History since 1500 Survey of the history of women since 1500, with particular attention on women's participation in the political, economic, cultural, and familial realms. Focus is primarily on European women, with occasional comparisons to the United States.

Ms. Sanchez

210 History of Early Modern France

Examination of major themes in French social, economic, and cultural history, from the reign of Francis I and the emergence of the Renaissance state to the Revolution with its sweeping away of the order associated with that state. Course concentrates on the changing social and economic structure of the period, as well as on the contemporaneous evolution of "popular" and political culture.

Staff

211 Popular Culture in Early Modern Europe, 1500–1800 Survey of developments in French, Italian, English, and German popular culture over three centuries. Inquiry covers whether elite culture-makers were waging war upon popular culture in early modern Europe and whether popular culture was being driven underground from the sixteenth to the eighteenth centuries. Topics of study include Carnival, community policing, ritual behavior, family life, violence, deviant behavior, religion, magic, and the transmission of culture.

Staff

216 Modern Russia and the Soviet Union

Introduction to the history of modern Russia and the Soviet Union. Course follows political, economic, cultural, and social developments in Russia from the time of Catherine the Great and the French Revolution to the collapse of the former Soviet Union. Topics include Tsarist

Russia, Russia in World War I, the Russian Revolution of 1917, Stalinism, the Cold War, the Post-1945 period, and Gorbachev and the end of single-party rule. Course also addresses the role of women, minorities, and social classes in the history of modern Russia.

Mr. Bowman

218 Modern Germany Introduction to the history of modern Germany, addressing political, economic, cultural, and social developments since 1800, with special attention given to the Bismarckian and Wilhelminian era, World War I, the Weimar and Nazi periods, World War II, the Holocaust, and the era of the two Germanys. *Students may not receive credit for this course and Hist 218-GC taught in Cologne.*

Mr. Bowman

221, 222 History of East Asia Survey of East Asian civilizations to app. 1800 (in 221), and of East Asian political, social, and intellectual developments since the beginning of the Qing Dynasty.

Ms. Lowy

223 Modern China Study of Chinese history since the beginning of the Qing Dynasty, with emphasis on transformations of the nineteenth century and the Nationalist and Communist revolutions.

Ms. Lowy

224 Modern Japan Examination of Japanese history and culture from the beginning of the Tokugawa period (ca. 1600) to the present. Explores Japan's attempts at constructing a nation that would meet the challenges of modernity, while at the same time preserving Japanese traditions.

Ms. Lowy

230 The Native American–European Encounter in North America Course focuses on encounters and adaptations between native American and European peoples in North America from 1500 to the present. Topics include the demographic consequences of contact; impact of European trade, religion, and war on native societies; relations between native Americans and the U.S. government; and the question of native American identity in the modern world.

Mr. Shannon

231 United States to 1877 Survey of the United States from colonization through Reconstruction. Major topics include encounters and adaptations between European, African, and Native American peoples; origins, operation, and destruction of American slavery;

ideological and political origins of American democracy; nineteenth-century urbanization and industrialization; and origins and consequences of the Civil War.

Mr. Shannon

236 Urbanism in American History Introduction to American history from the perspective of urbanism. Beginning with the colonial town and continuing to the megalopolis of the late twentieth century, students investigate the nature of urban life and its influence on the course of American development.

Staff

238 African American History: A Survey Broad overview of the African and African American experience in colonial North America and the United States. Course considers how black peoples have responded to and been shaped by their experience during slavery and freedom, as well as examining the considerable economic, cultural, social, and political impact of their presence in the United States.

Mr. Hancock

244 American Military History A survey of the American military experience from the early colonial period to the most recent experiences in the Gulf War and Afghanistan. The course encompasses a study of the relationships and impact of warfare and military forces in the establishment, expansion, preservation, and development of the United States. Emphasis is on the context of American warfare and how it has influenced our history and way of life. The course analyzes factors that have influenced military operations, such as strategy, tactics, organization, technology, logistics, national will, leadership, and luck.

Mr. Dombrowsky

245 Gender and the American Civil War Study of the experiences of women and men during the Civil War era (app. 1840–1870s), with particular attention given to the following questions: How did the public role of women evolve during these decades? How did the experiences of women and men vary according to race, class, condition of servitude and location? How did the war illuminate or challenge existing gender roles? How did the military experiences of the war shape notions of masculinity?

Ms. Ericson-Hansen

248 Poverty and Welfare in American History Survey of the history of poverty and responses to poverty in America, from the colonial period to the passage of recent welfare reforms. Class

focuses on three interrelated clusters of questions. Who were the poor and how have they lived? What have Americans thought about poverty? And what have been the public and private policy responses to poverty? Course has a required service-learning component

Staff

261 Colonial Latin America Exploration of Spanish and Portuguese America from its roots in Iberia and indigenous America through three centuries of change. During the period, Native Americans, Europeans, and Africans transformed their economies and cultures and created new societies. Cross-listed as Latin American Studies 261.

Ms. Sommer

262 Modern Latin America Survey of Latin American history from independence through the formation of national identity and the quest for modernity to dictatorship, democracy, and neoliberalism. Cross-listed as Latin American Studies 263.

Ms. Sommer

264 Brazil: Earthly Paradise to Industrial Giant Major themes in Brazilian history from early Portuguese-indigenous relations, expanding frontiers, colonial society, and the development of African slavery through nineteenth-century formation of national identity to twentieth-century industrialization, political struggle, and cultural change. Cross-listed as Latin American Studies 264.

Ms. Sommer

271, 272 African History and Society Study of African history from the pre-colonial era to the present. First semester covers traditional societies, state formations, Africa's relationship to the world economy, and European exploration and conquest. Second semester examines developments leading to the colonization of Africa, changes in African societies under colonial rule, African responses to colonialism, African nationalist movements, and post-colonial socioeconomic and political experiments.

Mr. Chiteji

279 U.S. and the Middle East U.S. relations with the Middle East 1880–present. Topics include great power rivalry, oil, the Arab-Israeli dispute, regional wars, political Islam, cultural and religious differences, revolution in Iran, U.S. wars in the Persian Gulf and Afghanistan, and international terrorism.

Staff

300 Historical Method Course introduces majors to the techniques of historical investigation, considers the nature of history, and examines the relation of history to other fields of study.

Prerequisite: Two courses in history.

Mr. Birkner

306 Italian City-States A study of the Italian city-states of the Middle Ages and Renaissance, particularly the evolution of the city-states of northern and central Italy from the ninth through the seventeenth centuries. A comparative study of the political, social, economic, and cultural systems of several city-states fosters an understanding of how the unique evolution of this area contributed to the development of modern western political theory, the rise of bourgeois society, European expansion, and the ascendancy of humanism in western culture

Ms. Brasher

308 Women, Power, and Politics in Early Modern Europe Study of women's access to political power and their participation in politics in early modern and modern Europe. Consideration is given to different ways women exercised authority and influence and how they expressed a political voice. Includes an analysis of perceptions of politically powerful women.

Ms. Sanchez

311 Medieval Europe Survey of the period from the breakdown of Roman institutions in the West to the coming of the Black Death in 1347. Special emphasis is given to political, cultural, and social developments, including such topics as the Germanic invasions, the reign of Charlemagne, the struggle between secular rulers and the papacy, the Crusades, and the twelfth-century renaissance.

Ms. Sanchez

313 Renaissance and Reformation Study of the gradual transition from the medieval to the early modern world, from ca. 1350 to the end of the sixteenth century. Course covers the cultural, political, economic, and religious changes and discusses such seminal figures as Petrarch, Machiavelli, Luther, Calvin, and Loyola.

Ms. Sanchez

314 Early Modern Europe, 1550–1750 Course begins with the sixteenth-century wars of religion and continues with a study of the Habsburgs' attempts to dominate Europe, the emergence of France to predominance, and the development of the absolute state. The cultural

and social impact of those political changes form a central part of the class.

Ms. Sanchez

315 Europe and the Age of Revolution Intensive analysis of the origins and implications of the French Revolution. Course explores the differing aspirations of the nobles and peasants, lawyers and artisans, clerics and women, soldiers and philosophers whose world was transformed during the revolutionary decades. Students assess diverse interpretations of the revolution's causes and its consequences for the development of modern political culture.

Staff

316 Transformations in Nineteenth-Century Europe In-depth analysis of the history of nineteenth-century Europe. Course follows political, economic, cultural, and social developments in Europe beginning with the Ancien Regime and the French Revolution. Focus is on the transformations in the nineteenth century that brought Europe and much of the world into the modern era. Topics include the industrial revolution, Napoleon, political ideologies, the creation of new social classes, and scientific and medical revolutions. Course emphasizes the differences between the world before 1789 and the world in which we live today.

Mr. Bowman

317 Europe 1871–1919 Period from the Paris Commune of 1871 to the settlement of the Great War in 1919. Course explores transformations in European economies, states, foreign relations, society, and thought that formed the backdrop for the Great War.

Mr. Bowman

318 Europe and the Two World Wars Studies of selected aspects of European history from the outbreak of the First World War in 1914 to the end of the Second World War in 1945.

Mr. Bowman

319 Europe since 1945 Perspectives on postwar Europe: reconstruction, de-Nazification, de-Stalinization, the end of the colonial empires, nationalism and European integration, and the role of the state and of religion, with the reflection of these in culture and society.

Mr. Bowman

323 Gender in Modern Japan Examination of Japanese history from the 1600s to the present using gender as the main category of analysis. Connections between gender constructions (of

proper masculine and feminine roles) and the modernizing process are explored. Topics and themes include class differences, religious attitudes, political participation, sexual orientation, legal rights, militarism, educational and employment opportunities, participation in sports and the arts, and the role of the family.

Ms. Lowry

334 Law and Society in U.S. History Study of how culture, politics, economics, and other forces have shaped the law and have been shaped by the law. The law's power to shape the lives and thinking of ordinary Americans is explored through an examination of a spectrum ranging from sensational murder cases to routine legislation.

Mr. Hancock

335, 336 American Social and Cultural History

Course traces America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present. Offered alternate years.

Staff

341 Colonial America Examination of the colonization of North America from ca. 1500–1750, with emphasis on the European-Indian encounter, the origins of slavery, and comparative analysis of family, gender, and labor relations. Students also study provincial American culture from different regional perspectives and within a wider British-Atlantic world.

Mr. Shannon

342 Revolutionary America Examination of the origins, conduct, and results of the American Revolution, from ca. 1750–1790. Emphasis is on the social and cultural transformation of American life and the political ideology of the revolutionaries. War for Independence is explored from the perspectives of soldiers, civilians, women, African Americans, loyalists, and Indians.

Mr. Shannon

343 The Early Republic Course covers the period from the 1790s to the Mexican War and explores currents of American national life under such influences as Jefferson's agrarian republicanism, the emergence of liberal capitalism, and the democratic movements of the Jacksonian period. Attention is paid to slavery and sectionalism.

Mr. Birkner

344 Lincoln: A Life Lived, a Life Remembered

Study of one of the the best-known American historical figures. Focus is on the role of the individual in history, Lincoln's life and work, and the relationship of history, memory, and myth.

Mr. Boritt

345 Civil War The trauma of America from the end of the Mexican War to Appomattox, moral judgments in history, political culture, economic interests, diplomacy, and war.

Mr. Boritt

346 Slavery, Rebellion, and Emancipation in the Atlantic World

Comparative study of slave systems, enslaved peoples, and emancipation in the Atlantic World. Processes of slavery, resistance, and emancipation in Africa, the Caribbean, and the Americas from the 1500s to today are examined. Course also analyzes the effectiveness of emancipations and concludes by heightening awareness of ongoing slavery in Sudan and other countries.

Mr. Hancock

347 Gettysburg in History and Memory Study of Gettysburg—a borough, a battle, a myth, and an inspiration that is as alive today as ever. Focus is on the military campaign and its impact on the people who lived here, with some consideration of the seminal event's afterlife up to the present day.

Mr. Boritt

348 Early Twentieth-Century America Focus is primarily on the major political, economic, and social developments in the U.S. from about 1900 to 1945. Some attention is given to the role of the U.S. in the world during this period.

Mr. Birkner

349 The United States Since 1945 Examination of major political, economic, and social developments in the U.S. since 1945, including demands made on the U.S. as a leading world power.

Mr. Birkner

361 Mexican Revolution Study of the background, precursor movements, participants, events, and outcome of the violent social revolution that swept the Mexican countryside between 1910 and 1917.

Ms. Sommer

373 History of Sub-Sahara Africa in the Twentieth Century

Study of the impact of European colonial rule on African cultures, African responses to colonialism, and the impact of the

colonial experience on contemporary African nations. Course also examine various methods of African resistance to colonial rule.

Mr. Chiteji

SENIOR RESEARCH SEMINARS:

408 The Reformation

Ms. Sanchez

410 Abraham Lincoln

Mr. Boritt

412 Eisenhower and His Times

Mr. Birkner

413 Decolonization in Africa

Mr. Chiteji

417 Meaning of Independence

Mr. Shannon

418 Nazism

Mr. Bowman

421 The United States and World War II

Mr. Birkner

422 The Pacific War, 1931-1945

Ms. Lowy

423 Comparative Frontiers of the Americas

Ms. Sommer

424 Race on Trial

Mr. Hancock

Individualized Study Individual tutorial, research project, or internship, requiring the permission of an instructor who supervises the project. Instructor can supply a copy of the statement of departmental policy regarding grading and major credit for different types of projects. Either semester.

Staff

INTERDISCIPLINARY STUDIES

Professor Cushing-Daniels (Chairperson)

Adjunct Instructors Lindeman and Lane

The Committee on Interdisciplinary Studies offers courses and coordinates specialized interdisciplinary programs. These may include international programs and global/area studies.

Among other opportunities for interdisciplinary studies is the individual major: a student, with the consent of two supervising faculty members from different departments, may design a coherent program of at least ten courses focusing on a particular issue or area not adequately included within a single department. It may be

based on any grouping of courses drawn from any part of the curriculum so long as the proposed major is coherent, serves a carefully defined academic purpose, and includes no fewer than eight courses above the 100 level, three or more courses at the 300 level, and a 400-level individualized study course. The Committee on Interdisciplinary Studies has final responsibility for approving individual majors. (*See "Individual Major" for a fuller description.*)

By nature of their objectives and content, interdisciplinary studies courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide the common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others combine methodologies from diverse departments and disciplines. Most notably, the Senior Scholars' Seminar challenges an invited group of seniors, representing as many academic departments as possible, to apply their skills to the investigation of a problem that crosses the boundaries of, and demands the methods of, several disciplines. (*See "Senior Scholars' Seminar" for a fuller description.*)

In addition to the courses listed below, courses of an interdisciplinary nature can be found in this catalog under the African American Studies Program, the Environmental Studies Program, the Latin American Studies Program, and the Women's Studies Program.

Liberal Arts Core Requirements

IDS 103, 104, 161, 211, 216, 241, 243, 244, 246, 247, 249, 260, and 272 fulfill the Liberal Arts Core requirement in the humanities. IDS 229, 239, and 268 satisfy the requirement in non-Western culture. IDS 267 fulfills the requirement in the arts.

103 Literary Foundations of Western Culture

Exploration of the origins of major genres of Western literature and thought, including epic and narrative poetry, drama, philosophical dialogue, and literary criticism. Authors read may include Homer, Sophocles, Euripides, Plato, Aristotle, Virgil, Seneca, Ovid, and others. Through reading, writing, and discussion of complete works, the student is introduced to those humanistic skills and critical methods that have traditionally distinguished the liberally educated person.

Mr. Lane, Ms. Lindeman

104 Literary Foundations of Western Culture

Exploration of the development of major genres of Western literature and thought (from the fall of the Roman Empire to the 18th century), including epic and narrative poetry, drama, the novel, and literary nonfiction. Authors read may include St. Augustine, Dante, Rabelais, Shakespeare, Milton, Voltaire, and others. Through reading, writing, and discussion of complete works, the student is introduced to those humanistic skills and critical methods that have traditionally distinguished the liberally educated person.

Ms. Lindeman

161 Introduction to Jewish Studies: The People of the Book

Introduction to Jewish studies, covering Jewish history, texts, traditions, practices, philosophy, and beliefs. Emphasis is on the self-understanding of Judaism in continuity and change, on varieties of Judaism ("Judaisms"), and on the interplay between practice and doctrine.

Mr. Stern

211 Perspectives on Death and Dying

Study of death and dying from a variety of perspectives: psychological, medical, economic, legal, and theological. Dignity in dying, what happens after death, euthanasia, body disposal, AIDS, and other such problems are examined. May be counted in requirements for a religion major. Not offered every year.

Mr. C. Myers

214 Medusa's Laugh: The Newest Wave in French Cinema

Study of selected comical films made by French women directors. Course reflects on laughter and provides a historical presentation of French comedy traditions. Both obvious and subtle "meanings" in comical films are deciphered. Humor is identified in three contextual "languages": cinematic codes, gender codes, and cultural codes. How universal is laughter for humankind? To what extent is humor related to culture and gender? Fulfills the Liberal Arts Core requirement in arts.

Ms. Binet

217 American Civil War on Film Examination of how the Civil War has been presented by various American filmmakers from the silent era to the present. Various themes common to Civil War films are considered, including violence, race, politics, and iconography.

Mr. Ryan

223 Literature of Anger and Hope That families through the ages have struggled with enmity and abuse we know from reading Greek tragedy and Shakespeare's plays. In the twentieth century, violence has come to the fore in terms of ethnic and religious hatred, war, and racism. Yet in response to these events, major writers have created significant works of literature which transform the worst acts into promises of healing and reconciliation. Our objectives are to understand the terms of the conflict represented in each text and to explore the techniques by which each writer generates a sense of hope for humankind. Offered spring 2004.

Ms. Powers

241 Modern Irish Drama Exploration of the evolution of modern Irish theatre within the matrix of the esthetic and political revolutions that occurred, and continue to occur, in twentieth-century Ireland. Irish dramatists have produced a body of literature remarkable for both its unparalleled artistic achievement and its acute political and social responsiveness. Major emphasis is accorded W. B. Yeats, Lady Augusta Gregory, John M. Synge, Sean O'Casey, Samuel Beckett, and Brian Friel. Not offered every year.

Mr. J.P. Myers Jr.

246 Irish Quest for Identity: The Irish Literary Revival

Study of the culture and history of Ireland as reflected in its literature in English, c. 1880–c. 1940. Course explores how Ireland, principally through her writers, succeeded in reviving and asserting her unique Gaelic identity during the decades immediately preceding and following the War of Independence (1916–1921). Authors studied include Augusta Gregory, W. B. Yeats, J. M. Synge, Sean O'Casey, and James Joyce. Not offered every year.

Mr. J.P. Myers Jr.

247 Maintaining Irish Identity: Modern Irish Literature

Survey of Irish literature since the 1940s. Course examines how poets, dramatists, and writers of fiction have responded to the problems of maintaining an Irish identity on a partitioned island and in the contemporary world. Special attention is given to the interrelationship of Catholic and Protestant and rural and urban traditions. Authors studied include dramatists such as Samuel Beckett, poets such as Seamus Heaney, and fiction writers such as Sean O'Faolain. Not offered every year.

Mr. J.P. Myers Jr.

249 Jewish Writing in the Modern World

Introduction to a wide-ranging variety of Jewish writing from the past 100 years, including religious, political, philosophical and literary texts. Course explores such questions as: What makes a text Jewish? How do writers express, repress, redefine the meanings of Jewishness/Judaism? What is Jewish self-hatred? Students examine different stages of Jewish immigrant life and ways that films (such as *The Jazz Singer*, *Fiddler on the Roof*, and *Goodbye, Columbus*) are both a product and a recorder of that experience.

Ms. Berg, Mr. Goldberg

252, 253 Area Studies Seminar Interdisciplinary study of conflicts, conflict resolution, and world systems, including paradigms for peace-making, philosophies of war and peace, global orders and disorders, issues in international conflicts, prevention of nuclear war, and environmental issues.

Staff

255 Science, Technology, and Nuclear Weapons

Study of the effect of technology on the many issues related to nuclear weapons and the scientific principles associated with their production. Coverage includes nuclear weapons effects, strategic arsenals, past and current attempts at arms control, environmental impact of weapons production, testing and dismantlement, the post-cold war climate, and nuclear disarmament. Special emphasis is given toward understanding current nuclear non-proliferation efforts.

Mr. Pella

260 The Holocaust and the Third Reich Intensive study of selected writings (poetry, prose, drama) that demonstrate possibilities of literary expressions in response to the Holocaust. Students read various writings in English by German and non-German writers, including Heinrich Böll, Ilona Karmel, Günter Grass, and Elie Wiesel. Course also includes such films as *The Tin Drum*, *The White Rose*, and *Night and Fog*. Knowledge of German is not required. Not offered every year.

Ms. Armster

267 Theatre and Religion Investigation of the theatre's role in various Western and non-Western religions. Students gain an understanding of and an appreciation for the function of performance and design in worship, liturgy, and ritual. They also develop a critical sense of the theatre's effectiveness as a teaching device

within a religious context. A significant effort is made in assessing religion's impact on the theatre's evolution in form, style, and purpose.

Prerequisite: Permission of instructor.

Mr. Hanson

268 The Arts, Environment, and Religions of Indonesia

Study of the arts, cultural traditions, environmental issues, and religious practices of the people of Bali. Students live with local families, where they experience the significance of the family structure in Balinese life, art, and religion. Students witness a vast assortment of art-based experiences, including theatrical and dance programs and participation in master classes with painters, dancers, musicians, carvers, and actors. Offered annually, mid-May to mid-June. One class unit of credit. *Prerequisite:* Permission of instructor.

Mr. Hanson

272 Gods, Heroes, and Wagner Study of the artistic and philosophical thought of Richard Wagner as expressed in *Der Ring des Nibelungen*—an adaptation of the myths and legends of the Germanic past used to dissect European reality in the nineteenth century. Utilizing various approaches (biographical, mythological, literary, political/historical, aesthetic, musical, psychological), course investigates Wagner's position in his own age, as well as his impact on succeeding generations, including the ideology of national socialism. Knowledge of German or background in music not required.

Mr. McCardle

322 I. W. Foundation Public Policy Seminar.

Interdisciplinary public policy seminar offered on a specific topic each year. Seminar encompasses an examination of the decision-making process from the original articulation of needs through official responses and on to measuring the impacts of those decisions in the public domain. A prominent authority in the field of public affairs is invited to direct the seminar each year, with the focus of each course being determined by that person's field of endeavor and expertise.

Topic for spring 2004: Global Health, taught by Ms. Stillwaggon.

325-L London Seminar: British Cinema and Society in the 1980s

Interdisciplinary examination of the British film industry renaissance during the 1980s. A bifurcation—the Masterpiece Theater School (James Ivory and Kenneth Branagh) and the Kitchen-Sink School (Mike Leigh and Stephen Frears)—marked the state of British cinema throughout the decade. Focus is on “cultural politics,” the ways filmmakers responded to the social, economic, and political circumstances characteristic of the period. Field trips in and around London are an integral part of the course.

Mr. Ryan

SPECIAL PROGRAMS

The following is a partial list of individual major programs pursued in recent years: Japanese studies, law and ethics, foundations of writing, sports management, ethical writing, comparative literature, international economics, behavioral neuroscience, music management, African culture and development, cinematic arts, cultural studies, museum studies, and foundations of journalism.

American Studies

Gettysburg College offers a variety of courses analyzing American life and thought, which provide students with many opportunities for creating individual majors in American studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or coherent combinations of such approaches as they are reflected in courses from several departments. For example, individual majors could be designed in the areas of early-American culture, modern American social stratification, ethnicity, or the religious and economic values of the American people. Students should seek assistance in planning an American studies individual major from Professors Birkner (History) or Duquette (English), or other faculty members who teach courses in these areas, or from the Committee on Interdisciplinary Studies.

Comparative Literature

Gettysburg College offers courses in many literatures in the original languages (ancient Greek, Latin, Italian, Spanish, French, German, English, and Japanese). In addition, a number of courses are offered in foreign literature in translation (Classics, IDS, Japanese). Students who work in more than one language (e.g.,

English and Spanish) are encouraged to consider creating an individual major in Comparative Literature in consultation with faculty in the appropriate departments. The study of comparative literature enables students to emphasize a particular period, theme, or genre across cultures, instead of the traditional focus on the chronological study of a national literature. A particular theoretical approach can also be cultivated (such as feminist, reader-response, structuralist, Marxist, and Freudian). Special courses, such as Art Song, may also count towards an individual major in Comparative Literature. Students who wish more information are encouraged to consult with any of the following advisors to the program: Professors Cahoon and Zabrowski (classics); Gaudenzi (Italian); Fee (Old Norse; Middle German); N. Cushing-Daniels (Spanish); Armster, McCardle, and Ritterson (German); Binet and R. Viti (French); and Hogan (Japanese). Professor Myers (English; Irish literature) is also an advisor to the program, as are many members of the English and Theatre departments.

Film Studies

Gettysburg College offers numerous courses in film studies. Many courses are located in Interdisciplinary Studies, but several departments have film offerings, including Theater Arts, English, Women's Studies, Philosophy, Sociology/Anthropology, French, Italian, and Spanish, among others.

101 Introduction to Film and Film Studies

Introduction to film and film studies, with an overview of the basic properties of film as a medium and as a field of study. Topics covered include film production, film form, and the concept of style, plus basic issues of film analysis, film history, film theory, and film as a cultural phenomena.

Mr. Udden

250 Cinematic Art: History and Method Viewing and discussion of historically and culturally relevant films from around the world during the period of 1896 (film's inception) to World War II. In lab, students apply filmic techniques of lighting, camera placement, and setting to construct mise-en-scene.

Mr. Udden

251 Cinematic Art: History and Method Viewing and discussion of historically and culturally relevant films from around the world during the period of post-World War II to the present. In lab, students apply filmic techniques of lighting, camera placement, and setting to construct mise-en-scene.

Mr. Udden

261 Japanese Cinema Overview of Japanese cinema, exploring the history and the various manifestations of Japanese cinema. Course examines why Japanese cinema is arguably the most successful national cinema historically. It also explores the sheer complexity of Japanese cinema, from its highly accomplished auteurist strands, to its more generic fare.

Mr. Udden

320 Video Production Introduction to video production through hands-on skills and conceptual backing. Course covers camera optics, mise-en-scene, lighting, sound design, editing, screen-writing, narrative, and documentary and experimental forms. Attention is given to how the medium is used in varying social, political, and historical contexts.

Mr. Udden

375 Comparative National Cinema Study of comparative national cinemas, focusing on four distinct national responses to a globalizing medium. The seemingly straightforward concept of a "national cinema" raises numerous issues, none of which is easily resolved.

Mr. Udden

Global Studies/Area Studies

Gettysburg College offers an array of courses in global studies through the course offerings of several departments and through its yearly Area Studies program. Each year the College arranges a program of films, lectures, symposia, and special events focused on an area of critical interest in the world. The program has dealt with such topics as Central America, Vietnam Ten Years After, and Struggle in Southern Africa. Most recently, Area Studies has focused on China in Revolution, Mexico, the Caribbean, Japan, South Asia, Latin America, Eastern Europe, and the Middle East. The focus of the 2003-04 Area Studies program is on Nature, War, and Peace. To enhance the academic offerings in these areas of study, the College has the privilege of scholars-in-residence from various areas of the world. Scholars-in-residence offer courses and guide individualized studies for students in their areas of interest. Often several specific courses are available that study

the area focused on for the year. Students may enroll in IDS 252, 253, the Area Studies course, in either or both semesters. These tutorial courses require participation in the several aspects of the Area Studies Symposium.

Law, Ethics, and Society

Gettysburg College offers several law-related courses which present students the opportunity to explore fundamental aspects of the law as part of the liberal arts curriculum: civil rights and liberties, constitutional law, the criminal justice system, ethical issues and the law, legal reasoning, business law, environmental law, and criminology. Through such interdisciplinary study, students explore the close interplay of law, ethics, and the society from which law springs and which it serves. Individual majors may be designed that emphasize the law within its social and historical context and that, combined with internships, research opportunities or off-campus study (such as our affiliated program with American University), give students a rich appreciation for the law in its many dimensions. Students who wish more information may contact any of the following advisors to the program: Professors Mott (political science), Portmess (philosophy), and Hinrichs (sociology), and Dean Nordvall (college life).

Peace and Justice Studies

Peace and justice studies teaches knowledge, attitudes, and skills that promote reflection on peace and peace-building. Focusing on connections between poverty, economics, state policy, environment, technology, war, and gender and ethnic relations, peace and justice studies seeks to create a finely tuned sensitivity to the causes of violence and injustice both domestically and abroad. Peace and justice studies also seeks to help students explore constructive and creative strategies for redressing injustices and reducing levels of violence.

INTERNATIONAL AFFAIRS CONCENTRATION

Ann Fender and Jean Fletcher, Directors

Overview

The International Affairs Concentration (IAC) exposes students to factors and forces that have shaped the contemporary world. The program promotes a multidisciplinary approach to the study of international relations by focusing on issues facing the international community, the interdependence of the international

community, and the interactions of both states and other actors as they attempt to achieve their foreign policies or goals. Students pursuing careers connected with international issues or students interested in related graduate school study should find this program attractive.

The program provides selected students with an opportunity to gain specialization in the multidisciplinary field of international relations, while at the same time developing a disciplinary foundation within their major concentration. IAC primarily serves the social sciences and humanities departments whose majors have traditionally displayed an interest in international relations. These departments are Economics, French, German, History, Management, Political Science, Sociology and Anthropology, and Spanish. Students majoring in other disciplines are welcome to participate in the IAC; their specific programs are developed with the assistance of their major adviser and an IAC adviser. IAC students also are able to develop a specific regional track, such as Latin America, Europe, Africa, or Asia.

Requirements and Recommendations

The IAC consists of nine core courses drawn from the departments of economics, history, and political science, as well as a series of electives available from other departments. Study of a language beyond the College requirement and study abroad are not required, but are strongly encouraged. Students interested in IAC should begin taking core courses in their first or second year. Application for the program is made through the IAC director. Students should apply for the IAC between the second semester of their first year and the end of their sophomore year. To be accepted into the program, students must have a GPA of 2.0 or above overall and in their major. To remain in the program, students must have a GPA of 2.0 or above in the major, the IAC courses, and other College courses.

Starting with the Class of 2003, all students accepted into the International Affairs Concentration must take the following courses. Students majoring in economics, history, or political science must also take additional courses, as described below.

- Economics 101** Introductory Economics
- Economics 251** International Economics
- History 110** Twentieth-Century World

Select Concentration Elective in History (one course at the 200 or 300 level; see SCE listing)

Political Science 103 Introduction to International Relations

Political Science 242 U.S. Foreign Policy
Select Concentration Elective in Political Science (one course; see SCE listing)

IAC 400 Junior-Senior Seminar (to be taken in either the junior or senior year)

In addition to taking the nine core courses listed above, all economics, history, and political science majors must take three additional select concentration electives outside of their major program because the core courses they take in their major discipline are counted in their major requirements. SCE courses are listed for each academic year. The list of electives is available from the director of IAC and the IAC web page.

JAPANESE STUDIES

(See Asian Studies)

LATIN AMERICAN STUDIES

Caroline Hartzell, Coordinator

Overview

Gettysburg College offers a minor in Latin American studies and, in conjunction with the Spanish department, a combined major in Spanish and Latin American studies. The minor consists of six courses in the social sciences and in the humanities. Students who minor in Latin American studies are encouraged to spend a semester studying abroad in Latin America or the Caribbean. The combined major in Spanish and Latin American studies requires a total of twelve courses, including one semester of study abroad in a college-affiliated program in a Latin American country.

The goal of the Latin American studies minor and the combined major with the Spanish department is to promote a multidisciplinary approach to the study of Latin America. Drawing on courses in the humanities and social sciences, the minor and major expose students to factors and forces that have shaped the region. This approach to learning about Latin America allows students to develop informed views of complex regional issues. In addition, by emphasizing the interdependence of our environments, it seeks to help students understand civic responsibilities in terms that go beyond national borders.

The College, the town of Gettysburg, and the greater Washington area provide a stimulating environment for the study of Latin America. On campus, our program of activities includes lecture and colloquium series, musical performances, panel discussions, art exhibits, and films focused on Latin America. Ample opportunities exist for students to interact with the growing Latino community in Gettysburg by participating in heritage festivals and service-learning-based courses and volunteering with local community groups. Students can also pursue internships in Washington, D.C.

Liberal Arts Core Requirements

Latin American Studies 140, 220–229, 261, 262, 263, 264 and 361 fulfill the Liberal Arts Core requirement in the humanities; LAS 214, 232, 236, 242, 262, 267, 275, 331, and 412 fulfill the requirement in the social sciences; and LAS 232 and 236 fulfill the requirement in non-Western cultures.

Requirements and Recommendations for the Minor

In order to minor in Latin American studies, students must fulfill the College's language distribution requirement in Spanish or one of the other principal languages spoken in Latin America. Students on the alternate language track may also minor in Latin American studies. Students must take six courses from the list below. Students must take two courses from those listed as core courses and four courses from those listed as distribution courses. In the case of the core courses, all students must take LAS 140 and either LAS 331 or LAS 300. In the case of the distribution courses, students must draw from courses in at least two of the College's divisions (i.e., the courses must draw on both humanities and the social sciences).

Core Courses:

- LAS 140** Introduction to Latin American Studies
- LAS 300** Special Topics in Latin American Studies
- LAS 331** Reinventing Latin American Societies

Distribution Courses:

- LAS 147** Contemporary Latin American Culture
- LAS/Econ 214** Latin American Economic History and Development
- LAS 220** Topics in Latin American Literature
- LAS 221** Transitions and Desire in Latin American Literature

- LAS 222/WS 221** Bridging the Borders: Latin and Latin American Women's Literature
- LAS/Anth 232** Precolumbian Civilizations of Mesoamerica
- LAS/Anth 236** Precolumbian Civilizations of South America
- LAS/Soc 242** Transnational Migration in the Americas
- LAS/Hist 261** History of Colonial Latin America
- LAS/Soc 262** Social Development of Latin America
- LAS 263/Hist 262** Modern Latin America
- LAS/Hist 264** Brazil: Earthly Paradise to Industrial Giant
- LAS/Soc 267** Society and Politics in Latin America
- LAS/Pol 275** Latin American Politics
- LAS/Hist 361** Mexican Revolution
- LAS/Pol 412** Women and the Political Economy of Development
- LAS 461** Individualized Study
- Anth 237** African and Afro-Latino Cultures: Studies in Power and Ritual
- FYS 129** Music of Spain and Latin America
- FYS 157** First Contacts
- FYS 195** Latino/a USA
- Pol 252** North-South Dialogue (only when course includes travel to Latin America)
- Span 309** Current Events in the Hispanic World
- Span 343** Survey of Latin American Literature I
- Span 344** Survey of Latin American Literature II
- Span 351** Lyric Poetry
- Span 353** Introduction to Hispanic Cinema
- Span 354** Nineteenth-Century Literature in Spain and Latin America
- Span 355** Hispanic Theater
- Span 376** Latin American Contemporary Prose
- Span 379** Colonialism and Latin America

Requirements and Recommendations for the Combined Major

The combined major requires a total of twelve courses. Six of these must be Latin American studies courses and six (above the 202 level) must be Spanish courses. In addition, one of the courses taken during the student's senior year must include a project to be considered the major's capstone experience. During the semester of study abroad, a maximum of two courses can be applied to the Latin American studies component of the major and a maximum of two courses can be used to fulfill electives for the Spanish portion of the major.

Spanish Department Course Options

Core Courses: The following three courses are required as part of the Spanish component of the major.

Span 301 Spanish Composition and Conversation

Span 343 Survey of Latin American Literature I

Span 344 Survey of Latin American Literature II

Elective Courses: Select three of the following:

Span 303 Cultural Images II: Social Sciences

Span 309 Current Events in the Hispanic World

Span 351 Lyric Poetry

Span 353 Introduction to Hispanic Cinema

Span 354 Nineteenth-Century Literature in Spain and Latin America

Span 355 Hispanic Theater

Span 376 Latin American Contemporary Prose

Span 379 Colonialism and Latin America

Latin American Studies Course Options

Required Core Courses: Students must take both of the following:

LAS 140 Introduction to Latin American Studies

LAS/Soc 262 Social Development of Latin America

Students must also take one upper-level course from the following list:

LAS 300 Special Topics in Latin American Studies

LAS 331 Reinventing Latin American Societies

LAS/Pol 412 Women and the Political Economy of Development

Elective Courses: Select three of the following:

LAS 147 Contemporary Latin American Culture

LAS/Econ 214 Latin American Economic History and Development

LAS 220 Topics in Latin American Literature

LAS 221 Transitions and Desire in Latin American Literature

LAS 222/WS 221 Bridging the Borders: Latin and Latin American Women's Literature

LAS/Anth 232 Precolumbian Civilizations of Mesoamerica

LAS/Anth 236 Precolumbian Civilizations of South America

LAS/Soc 242 Transnational Migration in the Americas

LAS/Hist 261 History of Colonial Latin America

LAS/Soc 262 Social Development of Latin America

LAS 263/Hist 262 Modern Latin America

LAS/Hist 264 Brazil: Earthly Paradise to Industrial Giant

LAS/Soc 267 Society and Politics in Latin America

LAS/Pol 275 Latin American Politics

LAS/Hist 361 Mexican Revolution

LAS/Pol 412 Women and the Political Economy of Development

LAS 461 Individualized Study

Anth 237 African and Afro-Latino Cultures: Studies in Power and Ritual

FYS 129 Music of Spain and Latin America

FYS 157 First Contacts

FYS 195 Latino/a USA

Pol 252 North-South Dialogue (only when course includes travel to Latin America)

140 Introduction to Latin American Studies

Study of the peoples and civilization of pre-Columbian America, and of the institutions, economy, history, and culture of Latin America and the Caribbean, from the Spanish conquest to the present. Course reviews several case studies and examines how modern Latin America responds to underdevelopment in its struggle for political and cultural integration.

Mr. Betances

147 Contemporary Latin American Culture

Study of contemporary Latin American cultures through examination of their art—literature, music, film, painting, and photography—viewed as an expression of the relationship between the artist and his/her social environment. Course focuses on the inter-relationship between the social, political, and intellectual factors that shape Latin American cultures and their unique artistic creations.

Ms. Rolon

214 Latin American Economic History and Development

Intensive examination of Latin America, using the framework of economic analysis and political economy to consider economic history, growth, and development. Economic theory provides the primary paradigm within which the region is studied, but consideration is also given to historical events that conditioned the economic outcomes. *Prerequisites:* Economics 103.

Staff

220–229 Topics in Latin American Literature

Study of Latin American literature and related arts from varying perspectives. Taught in English.

Staff

221 Transitions and Desire in Latin American Literature

Examination of Latin American narratives that question sexual difference while engaging and representing sociohistorical contexts of crisis and change.

Staff

222 Bridging the Borders: Latina and Latin American Women's Literature

Study of selected works in English by Latin American women and Latina women from the United States. Course explores both connective links and dividing lines of women's lives in the context of a common cultural heritage that has evolved into multiple variants as a result of geographical, historical, economic, ethnic, and racial factors. Cross-listed as Women's Studies 221.

Staff

232 Precolumbian Civilizations of Mesoamerica

Introduction to the organization and development of Native American civilizations in Mexico and Central America. Evidence from archaeological and ethnographic research. Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Olmec, Maya, and Aztecs. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. *Prerequisite:*

Anthropology 103 or 106 or consent of instructor. Cross-listed as Anthropology 232.

Ms. Hendon

236 Precolumbian Civilizations of South America

Introduction to the organization and development of Native American civilizations in South America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Inka, Moche, and Chavin. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. *Prerequisite:* Anthropology 103 or 105 or consent of instructor. Cross-listed as Anthropology 236.

Ms. Hendon

242 Transnational Migration in the Americas

Examination of the causes and consequences of mass migration, documented and undocumented, to and from countries outside the Western Hemisphere, and between countries in the Western Hemisphere. Topics include the formation of ethnic communities, assimilation and segmentation, globalization, and transnationalism. *Prerequisite:* Sociology 101 or Latin American Studies 140.

Ms. Heisler

261 Colonial Latin America

Exploration of Spanish and Portuguese America from its roots in Iberia and indigenous America through three centuries of change. During the period, Native Americans, Europeans, and Africans transformed their economies and cultures and created new societies. Cross-listed as History 261.

Ms. Sommer

262 Social Development of Latin America

Study of the formation of Latin American republics, focusing on the interplay between internal processes and external influences. Students examine Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build nation-states. Cross-listed as Sociology 262.

Mr. Belances

263 Modern Latin America

Survey of Latin American history from independence through the formation of national identity and the quest for modernity to dictatorship, democracy, and neoliberalism. Cross-listed as History 262.

Ms. Sommer

264 Brazil: Earthly Paradise to Industrial Giant

Major themes in Brazilian history from early Portuguese-indigenous relations, expanding frontiers, colonial society, and the development of African slavery through nineteenth-century formation of national identity to twentieth-century industrialization, political struggle, and cultural change. Cross-listed as History 264.

Ms. Sommer

267 Society and Politics in Latin America: A Case Study of the Dominican Republic

Study of the sociopolitical evolution of nineteenth- and twentieth-century Dominican Republic. Course examines the tension between dictatorship and democracy, changing economic patterns of Dominican life, and the influence of the U.S. military interventions of 1916–1924 and 1965–1967 on the modern Dominican state.

Emphasis is on how the Dominican Republic mirrors contemporary Caribbean sociopolitical development. Cross-listed as Sociology 267.

Mr. Betances

275 Latin American Politics Introduction to Latin American politics. Focus is on political issues surrounding economic development in the Latin American context: political preconditions, policy choices of Latin American regimes and leaders, and political consequences of development in general and of policy choices in particular. Course also compares the political systems and development trajectories of Latin American countries to other countries in the world. *Prerequisite:* Political Science 104 or permission of instructor. Cross-listed as Political Science 275.

Ms. Hartzell

300–309 Special Topics in Latin American Studies

A thematic course focusing on twentieth-century Latin America.

Staff

331 Reinventing Latin American Societies Study of the changing role of the state in twentieth-century Latin America. Course explores why Latin American states shifted from promoting national development to preparing the region for globalization. Issues of social movements, political control, citizenship, and neoliberalism are examined in the context of a widespread economic, social, and political restructuring of Latin American societies. *Prerequisite:* LAS 140 or any course focusing on Latin America. Cross-listed as Sociology 331.

Mr. Betances

361 Mexican Revolution Study of the background, precursor movements, participants, events, and outcomes of the violent social revolution that swept the Mexican countryside between 1910 and 1917. Cross-listed as History 361.

Ms. Sommer

412 Women and the Political Economy of Development Examination of the central role that women in developing countries perform in the development process, as well as of the impact that development has on women. Analysis covers the role that women play in household production and in the care of their families and their participation in both the formal and informal economies. Perspectives ranging from economists' efforts to accurately

measure women's contributions to development, to political scientists' focus on the political power of women, to feminist critiques of mainstream development theories are employed. Course includes a service-learning component. *Prerequisites:* Political Science 103 or permission of instructor. Cross-listed as Political Science 412.

Ms. Hartzell

461 Individualized Study

Staff

MANAGEMENT

Professors Bobko, Gilbert, Rosenbach, and Schein
Associate Professors Frey (Chairperson) and Walton
Assistant Professors Samaras, and Volkmar

Overview

The department provides a distinctive curriculum designed to engender understanding of the role of management in a variety of organizational settings: public, private, local, national, and international. In order to develop the breadth of understanding appropriate for a liberal arts education, the curriculum incorporates the historical and social contexts within which managerial decisions are made and brings into clear focus the moral and ethical dimensions of such decisions. Students are encouraged and equipped to become informed decision-makers, who employ carefully considered values and the aesthetic and intuitive components of leadership, as well as the relevant analytic and technical skills. Most importantly, the curriculum and the manner in which it is taught foster the qualities of critical, creative thinking; the entrepreneurial disposition to be intellectually bold, independent, and innovative; the zest for lifelong learning; and the values so important to vital and socially responsible management in our public and private enterprises.

Requirements and Recommendation

For students matriculating before August 2004:
 Majors in management are required to complete ten core courses, plus a minimum of two electives and/or senior seminars. At least one of these two additional courses must be a senior seminar. The ten core courses are as follows: Math 104 (or Math 105–106 or 111); Economics 101, 103, 104, and 241; and Management 153, 266, 270, 365, 385, and 400.

Students anticipating a management major are encouraged to take Economics 103 and 104 in the first year.

To qualify for departmental honors in management, a student must 1) satisfactorily complete Management 400 during the senior year with a grade of B or better; 2) be recommended by his or her adviser; and 3) have earned a 3.3 departmental grade point average.

For students matriculating August 2004 or later:

Majors in management are required to complete eleven core courses plus one elective. The eleven core courses are as follows: Economics 101; Management 111, 155, 235, and 270; and three intermediate-level and three capstone management courses. The capstone requirement spans both semesters of the senior year. Students anticipating a management major are encouraged to take the economics course and 100-level management courses in the first year. For more detailed information on the new requirements, contact the department.

To qualify for departmental honors in management, a student must 1) satisfactorily complete the three management capstone courses during the senior year with an average grade in those three courses of B-plus or better; 2) be recommended by his or her adviser; and 3) have earned a 3.5 departmental grade point average.

Management majors are encouraged to take advantage of the opportunity for off-campus study. To enable completion of the two-semester capstone requirement, students should plan their off-campus study for either the first or second semester of the junior year.

111 Organizations and Society Conceptual and empirical understanding of the structure of organizations and the managerial principles that affect productivity and organizational effectiveness. The ambiguity and complexity of human organizations are examined by systematizing and interrelating basic concepts of organization theory. An open systems approach recognizes the dynamic interaction of organizations with their environments.

Staff

153 Financial Accounting Study of basic principles, concepts, and problems in recording, summarizing, reporting, and analyzing financial data. Emphasis is placed on reports used by decision-makers, both inside and outside the firm. *Prerequisite:* Sophomore status.

Staff

154 Managerial Accounting Study of accounting concepts for planning, control, motivation, reporting, and evaluation by management of the firm. *Prerequisite:* Management 153.

Staff

155 Accounting for Management Decisions

Integration of financial and managerial accounting topics, emphasizing what accounting information is, why it is important, and how it is used. Topics such as understanding, interpreting and analyzing financial statements, coupled with cost behavior, decision-making, and budgeting, form a solid accounting foundation for future managers. *Prerequisite:* Economics 101 or permission of instructor.

Staff

235 Quantitative Thinking in Management

A blend of quantitative methods, logic, computer usage, and college-level mathematics for all facets of analysis of management issues.

Topics include measurement (effectiveness, performance, diversity, etc.), statistical methods (descriptive, inferential, hypotheses), logic and decision-making, and quantitative aids.

Prerequisite: Working knowledge of college-level algebra.

Staff

247 Management Information Systems

Introduction to information technology and management of information systems. Focus is on the management of change, computer applications, and information technology applications. *Prerequisite:* Management 266 or permission of instructor.

Staff

266 Management and Organization Introduction to management ideas, processes, and techniques used in both profit and not-for-profit organizations. Focus is on the challenge of managing different organizations in contemporary society.

Prerequisites: Sophomore status or higher.

Staff

267 Finance Emphasis on financial planning, investment analysis, assets management, and sources and costs of capital. *Prerequisites:* Economics 101, one course from 201–240, Economics 241, and Management 153.

Recommended: Economics 243 and 245. Cross-listed as Economics 267.

Staff

270 Organizational Behavior Theory of behavioral science applied to the organization, with emphasis on the interaction of the individual and the organization. Topics range from individual attitudes and behavior to organizational change. *Prerequisite:* Management 266 or permission of instructor.

Staff

331 Entrepreneurship: Opportunity Identification, Evaluation, and Communication In-depth study for students of any major covering historical and current perspectives, theoretical underpinnings, and practical implications of entrepreneurship. Building on personal interests, participants develop analytical techniques to evaluate opportunities and determine resources necessary to convert opportunities to reality. Participants develop effective communication to convince important others and gain access to necessary resources. While learning about entrepreneurship, participants are encouraged to think as entrepreneurs. *Prerequisite:* Permission of instructor. First of the two-course sequence Management 331–332.

Staff

332 Entrepreneurship: Start-Up and Enterprise Exploration of the processes for implementing, managing, and evaluating a new enterprise. Course provides students of any major with an overview of important topics (such as marketing, finance, and operations) necessary in the development, growth, and survival of enterprises. *Prerequisite:* Management 331 or permission of instructor. Second of the two-course sequence Management 331–332.

Staff

360 Organizational Ethics Exploration of the relationship between law and ethics, ethical factors and restraints, recognition of ethical dilemmas affecting managerial decision-making and policy in private- and public-sector organizations. A variety of ethical issues, such as those relevant to the environment, consumer protection, discrimination in the workplace, conflict of interest, global economy, social responsibility of organizations, and professionalism is examined. Emphasis is on the case-study method. *Prerequisite:* Junior status or higher.

Staff

361 Marketing Management Study of the dynamic nature of contemporary marketing: the marketing concept, consumer buying behavior, marketing research, the promotional mix, and international marketing. Course incorporates case studies, current problems, and ethics of marketing. *Prerequisites:* Economics 101 and one course from 201–240; and Economics 241 or equivalent (Math 107 or Psychology 205 for double-major).

Staff

365 Human Resources Management Study of major principles of human resource management, from the perspectives of both organizational demands and individual interests. Basic theoretical and applied concepts are covered, including recruitment, selection, performance appraisal, labor relations, compensation, training, and productivity improvement. Focus is also on relevant issues of the decade, such as the work/family interface, privacy, cultural diversity, workplace discrimination, and legal issues. Project work with organizations is required. *Prerequisites:* Management 266 and 270.

Staff

381 Small Business Management Study and critical analysis of the principles and procedures for establishing, developing, and managing a small business. The relevant differences between large and small business management are examined. *Prerequisites:* Management 153 and 266.

Staff

385 International Management Examination of problems and opportunities confronting business organizations that operate across national borders, with emphasis on adaptation to different cultural, legal, political, and economic environments. *Prerequisites:* Management 153 and 266; and statistics (Economics 241, Mathematics 107, or Psychology 205).

Staff

400 Policy and Strategy Integrative capstone course concerned with the role of senior executives in business enterprises. Focus is on problems of strategy formulation, organization design, and organization renewal. Required of all seniors. *Prerequisites:* Senior status plus completion of all core courses.

Staff

410 Senior Seminar Investigation of contemporary problems and special topics of current importance in the field of management. Specific issues to be addressed are determined by instructor. Topics of senior seminars vary across the semesters. Possible topics include leadership and followership, communication, organizational structure, diversity in management, planning and information systems, and human resources accounting. Seminars are integrative and build upon prior course work. Most include significant writing, presentation, and/or research components. *Prerequisite:* Senior status. *Staff*

460 Individualized Study Topics of an advanced nature pursued by well-qualified students through individual reading and research, under the supervision of a faculty member. Students wishing to pursue independent study must present a proposal at least one month before the end of the semester preceding the semester in which the independent study is to be undertaken. *Prerequisite:* Permission of supervising faculty member.

Please note that the department and College have policies for students interested in credit for their internship experience. Students interested in this option should obtain a copy of the procedures and must discuss the internship with a faculty advisor prior to the internship experience.
Staff

MATHEMATICS

Associate Professors Bajnok and Flesner (Chairperson)
Assistant Professors Egge and Weinreich
Visiting Assistant Professor Klimenko
Visiting Instructor Otto
Adjunct Assistant Professor Washinger
Adjunct Instructors Fiscus and Y. Niiro

Overview

A knowledge of mathematics is an essential part of what it means to be a liberally educated person. Mathematics is both an art and a science. It possesses an inherent beauty and a purity of expression not found to the same degree in any other discipline.

Beyond its intrinsic value, mathematics is indispensable in both the natural and social sciences. It occupies a position of increasing importance in many other fields. The computer has played a major role in this mathematical renaissance. Thus, it is essential that mathematics

majors, as well as other students who will apply mathematics, learn how to use the computer as a problem-solving tool.

The mathematics curriculum provides a foundation for students who specialize in mathematics or in fields that use mathematics. By a careful selection of courses, a student can prepare for graduate study in mathematics, for secondary school teaching, or for a career in a mathematically related field. Indeed, a major in mathematics provides a good background for virtually any career. Recent graduates have found careers in government, law, management, medicine, and quality control, as well as in more traditional areas of employment for mathematics graduates. No matter what the student's objectives, the curriculum provides courses appropriate for the study of mathematics within the context of the liberal arts.

Requirements and Recommendations

Major Requirements: Mathematics majors must complete six core courses, plus five additional 300-level courses. The core courses are Mathematics 111 (or 105–106 or exemption), 112 (or exemption), 211, 212, 215 (by the middle of junior year), and Computer Science 103 or 111 (by the end of sophomore year). In addition to the core program, majors must take one of Mathematics 315, 321, or 331, plus four other 300-level mathematics courses.

Students considering graduate study in mathematics are advised to take both Mathematics 321 and Mathematics 331. Department honors in mathematics require significant participation in the cocurricular activities of the department, an overall grade point average of at least 3.0, and a mathematics grade point average of at least 3.5.

Minor Requirements: A minor in mathematics consists of six mathematics courses numbered 111 or above. At least one of these courses must be at the 300 level.

Grade Requirements: All courses taken to satisfy the requirements for the major or minor must be taken using the A–F grading system. To advance to a course with prerequisites, a minimum grade of C– is required for each prerequisite course.

Special Programs

Qualified students may participate in a special off-campus program in Hungary, where there is a long tradition of excellence in mathematics and the teaching of mathematics. Students considering the Budapest Semesters in Mathematics program should talk with Professor Ben Bajnok as early as possible to plan and prepare for this study abroad opportunity.

Liberal Arts Core Requirements

Any mathematics course fulfills the Liberal Arts Core requirement in quantitative reasoning.

103 Mathematical Ideas Introduction to the power and scope of mathematical ideas by investigating several particular topics. Topics vary among sections. Examples of topics include basic mathematical modeling, dynamic geometry, puzzles and recreational mathematics, linear programming, game theory, voting power, legislative representation, and cryptology. Course is intended for first-year and sophomore students in the arts, humanities, and social sciences who do not plan to take calculus. Students who have completed a mathematics course at Gettysburg College may not enroll in Mathematics 103. *No prerequisites.*
Staff

104 Quantitative Methods Introduction to equations, graphs and functions, matrices, systems of linear equations, and the derivative and its applications. Course is designed for students in the social sciences. Students who have completed Mathematics 105–106 or Mathematics 111 may not enroll in Mathematics 104. *No prerequisites.*
Staff

105–106 Calculus with Precalculus I, II Study of differential and integral calculus with precalculus. Topics include basic algebraic concepts, equations and inequalities, functions, introduction to limits, continuity, the derivative, and the definite integral. Mathematics 105 and 106 together cover the same calculus material as does Mathematics 111.
Staff

107 Applied Statistics Introduction to statistical methods, with applications from social, biological, and health sciences. Topics include descriptive statistics, fundamentals of probability theory, probability distributions, hypothesis testing, linear regression and correlation, analysis of categorical data, and analysis of

variance. Laboratory work is designed to utilize the computational power of a statistical computer package. Credit cannot be received for both this course and Mathematics 205, Biology 260, Economics 241, or Psychology 205. *No prerequisites.* Three lecture hours and one laboratory session.
Staff

108 Mathematical Reasoning Study of mathematical reasoning. Possible topics include number theory, bases, logic and problem-solving, rational expressions, algebra, straightedge and compass constructions, tessellations, polyhedra, symmetry, statistics, and mathematical models. *Prerequisite:* At least one mathematics course numbered 103 or above.
Staff

111–112 Calculus I, II Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, and series. Applications are drawn from the natural and social sciences. No prior experience with calculus is assumed. Students who have received credit for Mathematics 105–106 cannot also receive credit for Mathematics 111. These students may register for Mathematics 112.
Staff

201 Introduction to Research in Mathematics Introduction to the methodology and procedures of research in mathematics. After selecting one or more open-ended research projects discussed in class, students carry out (individually or in small groups) an investigation that culminates in a written report and its public presentation. *Prerequisite:* Mathematics 103 or higher.
Staff

205 Introduction to Statistics Introduction to descriptive and inferential statistical methods with applications in psychology. Laboratory work involves the use of a computer software package that allows for the application of statistical procedures. Credit may not be granted for this course and Mathematics 107, Biology 260, Economics 241, or Psychology 205. *Prerequisite:* Open only to declared majors in psychology. Three class hours and three laboratory hours.
Staff

211 Multivariable Calculus Vectors, vector functions, functions of several variables, partial differentiation, optimization, multiple integration, transformation of coordinates, line and surface integrals, and Green's and Stokes' theorems. *Prerequisite:* Mathematics 112.

Staff

212 Linear Algebra Systems of linear equations, algebra of matrices, determinants, abstract vector spaces, linear transformations, eigenvalues, and quadratic forms. *Prerequisite:* Mathematics 112.

Staff

215 Abstract Mathematics I Introduction to abstract mathematical thinking, emphasizing mathematical reasoning and exposition. Students study elementary logic and basic set theory with rigorous definitions and proofs. This foundation is then used to explore one of several optional topics chosen by the instructor. *Prerequisite:* Mathematics 112.

Staff

217 Inquisitive Problem Solving Immersion in the arts of mathematical problem solving and posing, building to the Olympiad and Putnam levels. Possible topics include the use of the pigeonhole principle, proof by induction, applications of invariants, and applications of geometric series in problem posing and solving. *Prerequisite:* Mathematics 111 or higher. One-half credit course; may be taken twice.

Staff

301 Intermediate Research in Mathematics

Development of intermediate-level research in mathematics. After selecting one or more open-ended research projects discussed in class, students carry out (individually or in small groups) an investigation that provides a careful and complete proof of their results. Course culminates in a written report and its public presentation. *Prerequisite:* Mathematics 215.

Staff

308 Introduction to Combinatorics

Topics selected from partition and permutation theory, enumeration, recursion, partially ordered sets, Markov chains, generating functions, algebraic combinatorics, combinatorial geometry, and design and coding theory. Applications are chosen from computer science, optimization, and the social and life sciences. *Prerequisite:* Mathematics 215 or 212 or Computer Science 201. Alternate years. Offered 2004–05.

Staff

309 Introduction to Graph Theory

Topics selected from extremal graph theory, network flow and design, coloring, Ramsey theory, matching and transversal theory, random graphs, and algebraic and topological graph theory. Applications are chosen from computer science, optimization, and the social and life sciences. *Prerequisite:* Mathematics 215 or 212 or Computer Science 201. Alternate years. Offered 2005–06.

Staff

314 From Zero to Infinity: Philosophical

Revolutions in Mathematics Study of the philosophical foundations of mathematics starting with the concept of number and culminating with Gödel's groundbreaking incompleteness result. Specific topics include the historical developments and mathematical and philosophical ramifications of zero, rational, irrational, imaginary, and transfinite numbers as well as an examination of the completeness of arithmetic. *Prerequisite:* Mathematics 211 or higher. Not offered every year. Cross-listed as Philosophy 314.

Staff

315 Abstract Mathematics II Further development of the skills of abstract mathematical reasoning and writing proofs. Course is grounded in a particular subject area chosen by the instructor. Possible areas include topology, number theory, and combinatorics. *Prerequisite:* Mathematics 215. Not offered every year.

Staff

321 Real Analysis Rigorous treatment of concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Topics include elements of logic and set theory, properties of real numbers, elements of metric space topology, continuity, the derivative, the Riemann integral, sequences and series, and uniform convergence. *Prerequisite:* Mathematics 215. Alternate years. Offered 2004–05.

Staff

331 Abstract Algebra Study of basic structures of modern abstract algebra, including groups, rings, fields, and vector spaces. *Prerequisite:* Mathematics 215. Alternate years. Offered 2005–06.

Staff

343 Topics in Geometry Study of both synthetic and analytic approaches to geometry. Topics include axiomatic systems, Euclidean geometry, non-Euclidean geometries, projective geometry, and subgeometries of projective geometry.

Prerequisites: Mathematics 212 and 215. Alternate years. Offered 2004–05.

Staff

351 Mathematical Probability Combinatorics, discrete and continuous random variables and their distributions, expected value and variance, functions of random variables, the Law of Large Numbers, the Central Limit Theorem, generating functions, and applications such as Markov chains, random walks, and games of chance. *Prerequisite:* Mathematics 211 and Mathematics 215 (or 212). Alternate years. Offered 2004–05.

Staff

352 Mathematical Statistics Expectation, special probability distributions and densities, bivariate and multivariate distributions, sampling distributions, theory and applications of estimation, hypothesis testing, regression, correlation, analysis of variance, and nonparametric methods. *Prerequisite:* Mathematics 351. Alternate years. Offered 2004–05.

Staff

362 Operations Research Study of techniques and tools used in mathematical models applied to the biological and social sciences. Topics are selected from optimization, linear and nonlinear programming, transportation problems, network analysis, dynamic programming, and game theory. *Prerequisite:* Mathematics 212. Alternate years. Offered 2005–06.

Staff

363 Differential Equations Analytical, numerical, and qualitative approaches to differential equations. Topics include linear equations and systems, series solutions, Laplace transform, Fourier series, nonlinear equations, phase plane analysis, and an introduction to partial differential equations. *Prerequisite:* Mathematics 212.

Staff

364 Complex Analysis Complex numbers, analytic functions, complex integration, Cauchy's Theorem, Taylor and Laurent series, contour integrals, the residue theorem, and conformal

mapping. *Prerequisite:* Mathematics 211. Alternate years. Offered 2005–06.

Staff

366 Numerical Analysis Numerical techniques for solving mathematical problems. Topics include solutions of equations, solutions of simultaneous linear equations, interpolation and approximation, numerical differentiation and integration, the eigenvalue problem, numerical solutions of ordinary differential equations, and error analysis. *Prerequisites:* Mathematics 212 and Computer Science 103 or 111. Alternate years. Offered 2005–06.

Staff

381 Selected Topics Study of an advanced phase of mathematics not otherwise in the curriculum. Subject matter and frequency of offering depend on student interest. Possible areas for study are point set topology, graph theory, advanced combinatorics, partial differential equations, differential geometry, and number theory. *Prerequisite:* Depends on topic. Not offered every year.

Staff

Individualized Study Pursuit of topics of an advanced nature by qualified students through individual reading, research, or internship, under supervision of a faculty member.

Prerequisite: Permission of department.

Staff

MUSIC

Professor Jones (Chairperson)

Associate Professors Gratto, Matsinko, Natter, and Robertson

Instructor Peddell

Adjunct Assistant Professors Bowers, Botterbusch, and Gumert

Adjunct Instructors Brown, Cameron, Fahnestock, Freund, Hamm, Hardie, Hartung, Hontz, Henry, C. Matsinko, Ryon, Shenk, Wareham, Wetherbee, Yoshikami, and Zeshonsky

Overview

The department introduces students to the historical significance of Western music and to the variety of world music so that they have an understanding of their musical heritage and knowledge of current musical trends. Familiarity with the basic elements of music, as well as the discovery of one's own abilities through direct contact with and creative manipulation of materials is basic to the program. The music curriculum also involves the student in an

intensive study of applied music. This encompasses individual and ensemble experience. In the practice room, studio, and recital hall the student has an opportunity to refine techniques for musical performance. In small and large ensembles, individuals must work within a greater social context to achieve common musical goals. The program also provides courses for the student who plans to enter the field of music education based on competencies prescribed by the Pennsylvania Department of Education. The music department offers programs leading to a Bachelor of Arts degree in music and a Bachelor of Science degree in music education. Also available are a minor in music as well as a major in music within the elementary education certification program and an opportunity to double major in music and another discipline, both of which lead to a Bachelor of Arts degree. An opportunity to incorporate music into an individual major is also possible. An audition is required for acceptance into the music major programs.

Bachelor of Science Program

Prospective teachers of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in music education. This requires successful completion of 32 courses, exclusive of courses in applied music.

The program includes twelve full courses in music: Music Theory (141, 142, 241, 242, and 341); Music History (212, 213, 214, and 315); Conducting (205 and 206); and Applied Music (456).

In addition to the typical four or five full courses per semester, students also carry several quarter- and half-courses in applied music. As many as 19 1/2 quarter- and half-courses may be taken during the four-year program; however, they do not count toward the 32-course graduation requirement.

Applied music areas taken as quarter- or half-courses include 121–129Q (major performance area: voice, piano, organ, guitar, wind, percussion, or string orchestral instruments) and 150–155Q (instruments of the band and orchestra).

Five units in music education are also required: Music 320, 321 (for two units) and 474 (for three units), as well as one quarter course, Music 149. Six other courses are required for certification: Education 201 and 209, two math courses, and two English courses (one each in literature and writing).

Participation for four years in an authorized music ensemble and the presentation of a recital or a capstone project in the senior year are required.

A cumulative overall grade point average of 3.0 is required for acceptance into the student teaching semester.

The successful completion of the program leading to the Bachelor of Science degree in music education satisfies the Pennsylvania certification requirements for teaching instrumental and vocal music in elementary and secondary schools, grades K–12. Teacher certification in Pennsylvania is transferable to other states.

Students interested in pursuing the Bachelor of Science program should consult with the music department as early as possible.

Bachelor of Arts Program

For students pursuing a Bachelor of Arts degree, the department offers a major and minor in music.

Major Requirements: Requirements for a major in music leading to a Bachelor of Arts degree consist of ten full courses (Music 141, 142, 205, 212, 213, 214, 241, 242, 315, and 456) plus seven quarter courses in the student's major applied area. The major must also participate for four years in an authorized departmental ensemble and present a recital in the senior year.

Music majors in the elementary education program (through the Education Department) must meet the same requirements as the B.A. degree candidate in music.

Minor Requirements: A minor in music consists of Music 141, 142, and 212; Music 205; one course selected from Music 213, 214, or 315; Music 241 or one of the remaining music history courses. Also required are four consecutive semesters of applied lessons on the same instrument or voice and four consecutive semesters of participation in a performance ensemble.

Liberal Arts Core Requirements

The Liberal Arts Core requirement in the arts may be fulfilled by one of the following: Music 101–112, 141, 212, 213, and 214. Music 102 and 212 also fulfill the non-Western requirement.

101 Introduction to Music Listening

Consideration of the principal music forms against the background of the other arts and in

the context of historical events. Active listening is an essential part of the course. Repeated spring semester.

Staff

102 World Music Survey Study of music found in cultures around the world, including sub-Saharan Africa, the Middle-East, and Asia, as well as selected ethnic cultures within the Americas. Related arts are examined in relation to the cultural contexts in which they are found. Music making activities and small group projects are part of the course. Special event attendance is required.

Ms. Robertson, Ms. Gratto, Ms. Gumert

103 Music of the Classical Period Study of the major composers—Haydn, Mozart, and Beethoven—and the significant genres of the late eighteenth and early nineteenth centuries. Musical achievements of this period are studied within the social and economic milieu. Listening and analyzing musical compositions will be an integral part of the course.

Staff

104 Opera Study of opera history and production through selected operatic works as examples of total music drama. Related genres of operetta, musical, and oratorio are also included.

Extensive listening and viewing assignments are required. An opera field trip is usually planned.

Mr. Fahnestock, Ms. Gratto

105 Introduction to Contemporary Music

Study of music from a variety of Western and non-Western genres from the beginning of the twentieth century to the present. Emphasis is placed on the development of perceptive listening skills and the analysis of cultural context.

Ms. Robertson

106 Art Song Study of the history, interpretation, and style of the art song. Literature includes German, French, English, and American art songs. Extensive listening assignments are required.

Mr. Matsinko, Mr. Natter

107 Music of the Romantic Era Study of the philosophical background for nineteenth-century music and its stylistic features. Extensive listening is done in the areas of orchestral, vocal, and chamber music.

Staff

108 Women in Music Study of women's contribution to music from the Middle Ages to the present. Extensive listening assignments required.

Ms. Gumert

109 Mozart: The Man and His Music Study of Mozart's music, with a focus on his life, times, and musical analysis. Extensive listening assignments required.

Mr. Matsinko

110 Survey of Jazz Study of America's indigenous musical art form from early blues and Dixieland through current trends. A "live" jazz quartet is an integral part of style analysis. Concert attendance and listening assignments are necessary to attain an understanding of the genesis and development of jazz.

Mr. Jones

111 Fundamentals of Music Study of the fundamentals of music through reading, writing, singing, listening, instrument playing, and computer technology. Emphasis is on the development of skills and understanding related to a thorough knowledge of music notation. Section A is intended for non-majors with little theory background; Section B, for minors or majors in need of remedial help prior to beginning the regular music theory sequence.

Ms. Gumert (Section A), Mr. Peddell (Section B)

112 Two Musics of Japan Study of the two musics of contemporary Japan, ho-gaku (pre-Western Japanese music) and Japanese music of Western influence. Course examines the historical roots of ho-gaku in religious kagura and Buddhist chants, as well as the secular music genres of gagaku, biwa, noh, shamisen, shakuhachi, percussion, and koto music to determine what is quintessentially Japanese. A comparative study of ho-gaku and Western music aims to show a synthesis of the two cultures.

Ms. Yoshikami

141 Theory I Fundamentals of basic theory, notation, and nomenclature; introduction to writing skills and music technology; elementary analytic technique; melodic analysis; correlated sight-singing (using a moveable DO Kodaly-based system), keyboard playing, movement (Dalcroze Eurhythmics), and aural perception skills. *Prerequisite:* ability to read musical notation and permission of instructor.

Ms. Gratto, Mr. Peddell

142 Theory II Continuation of Theory I writing skills; focus on analysis and writing of chorales; correlated sight-singing and aural perception skills; movement; and keyboard harmony.

Prerequisite: Grade of C- or better in Music 141.
Ms. Gratto, Mr. Peddell

149 Introduction to Music Education

Introductory study of the field of music education to prepare for K-12 certification to teach music. Focus is on current trends and issues in the field, including advocacy, special learners, arts assessment, multicultural music, curriculum integration, copyright, standards, and music technology. Students observe school music classes at the elementary and secondary level.
Ms. Gratto, Mr. Peddell

205 Conducting I Development of basic conducting techniques, with an emphasis on choral music. Areas of study include conducting gestures, rehearsal planning and execution, score analysis and interpretation, ear training, diction, group vocal technique, concert programming, and management of a choral program. *Prerequisite:* Music 142 or permission of instructor. Alternate years.
Mr. Natter

206 Conducting II Concentration on advanced conducting skills, with an emphasis on instrumental score study. Areas of study include advanced conducting techniques, advanced interpretive and rehearsal techniques, the instrumental program, and supplemental materials. *Prerequisite:* Music 205. Alternate years.
Mr. Jones

212 Cross-Cultural Elements and Contexts of Music

Study of the elements and contexts of music in a cross-cultural global perspective. Extensive use of musical and videotaped performances is included, within an introduction to listening, writing, and thinking critically about music. *Prerequisite:* ability to read musical notation.
Ms. Robertson

213 Music of the Medieval, Renaissance, and Early Baroque

Study of the major forms and styles of music and composers from antiquity through the seventeenth century. Course includes extensive use of musical scores and recordings in addition to early music performance by students. *Prerequisite:* Music 212. Offered alternate years.
Ms. Robertson

214 Music of the High Baroque, Classical, and Romantic Eras

Study of the principal stylistic tendencies from J. S. Bach through the end of the nineteenth century. Extensive use of musical scores, recordings, and secondary source materials are included. *Prerequisite:* Music 212. Offered alternate years.
Ms. Robertson

221/222 Vocal Literature and Diction

Study of classical vocal literature from 1600 to the present with emphasis on singing in Italian and English (221) or German and French (222). Extensive listening assignments and class performances required. *Prerequisite:* ability to read music and concurrent registration for applied voice or voice class.
Mr. Fahnestock

241 Theory III Study of the common practice period; extensive written and analytic projects; study of musical structure through small forms; correlated sight-singing, aural perception skills, and keyboard harmony are included. *Prerequisite:* A grade of C- or better in Music 142.
Mr. Jones

242 Theory IV Study of chromatic harmony from 1850 to the present. Analysis of standard forms and compositional techniques. Correlated sight-singing, aural perception skills, and keyboard harmony are included.
Mr. Jones

261 Technology in Music Study of technology as it pertains to music applications, including the historical uses of technology in music, theoretical and practical uses of computers for music, MIDI (Musical Instrument Digital Interface) hardware and software, recording technology, and music notation software.
Prerequisites: Music 142 and consent of instructor.
Mr. Natter

304 Eighteenth-Century Counterpoint

Introduction to contrapuntal style of the eighteenth century and an analysis of the Baroque forms, with attention to linear motion and fundamental harmonic progression. Composition in the various forms is required.
Mr. Jones

315 Contemporary Music Study of musical developments since the beginning of the twentieth century. In addition to Euro-American art music, folk, vernacular, jazz, and global

musics are considered. Extensive use of musical scores, recordings, and some musical creation are included. *Prerequisites:* Music 212; Music 213 or 214.

Ms. Robertson

320 Principles and Procedures of Teaching Music in the Elementary Schools Study and evaluation of methods, materials, and techniques of teaching music in the elementary grades.

Various approaches to guiding children to listen to, create, and perform music are included. Classroom instrument competencies, including autoharp, recorder, and piano are developed. Course contains a service learning component at Adams County Head Start. Alternate years.

Ms. Gratto

321 Principles and Procedures of Teaching Music in the Secondary School Study and evaluation of methods, materials, and techniques of teaching music in the secondary grades. A personal philosophy of music education is developed,

as are competencies in selected classroom instruments, including guitar, recorder and piano. Apprentice "shadowing" assignments with area music teachers are arranged. Alternate years.

Ms. Gratto

341 Theory V (Orchestration) Study of capabilities and limitations of the standard wind, string, and percussion instruments. Included is score study, transposition, transcription, and emphasis on applied orchestration projects for laboratory performance and critique. Alternate years.

Mr. Jones

442 Analysis Seminar In-depth study, using analytical methodologies from musicology, ethnomusicology, and music theory, as applied to the unifying theme of the seminar. *Prerequisites:* Music 212, 213, 214, and 315 or permission of instructor.

Staff

476 Student Teaching Teaching in public schools in cooperation with and under the supervision of experienced teachers. Individual conferences and seminars with the College supervisor and supervising teacher are required. Job placement assistance is provided. Offered spring semester. Fall semester with permission only. *Three course units.*

Ms. Gratto

Individualized Study *Prerequisite:* Approval of department and directing faculty member.

Staff

Applied Music and Performing Organizations

The department offers instruction in voice, piano, organ, guitar, and standard band and orchestral instruments. The repertoire is adapted to the student's ability. One-quarter course credit is given for one half-hour private lesson per week per semester for minors and non-majors. One-half course credit is given for a one-hour private lesson per week per semester for music majors. Some piano and voice instruction may be in group classes.

Students majoring in music who are candidates for the Bachelor of Arts degree are entitled to eight quarter-courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education are entitled to 12 quarter-courses of private instruction at no additional cost beyond the comprehensive fee. Public performance is required of those majoring in this area of concentration.

The department also sponsors various music organizations, including the College Choir, Concert Choir, Band, and Orchestra, as well as a variety of small ensembles. All college students are eligible to audition for any of these groups, either at the beginning of the school year or at other times by appointment.

121 Voice Private instruction in singing technique, with emphasis on breath support, resonance, tone quality, diction and interpretation. Study includes song literature in various styles and languages. Repeated spring semester.

1/4 Course

Mr. Natter, Mr. Fahnestock

122 Voice Class Group instruction in singing technique, with emphasis on breath support, resonance, tone quality, diction and interpretation. Study includes song literature in various styles and languages. Repeated spring semester.

1/4 Course

Mr. Natter

123 Piano Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods.

1/4 Course

Mr. Matsinko

124 Class Piano Emphasis on sight-reading, ensemble playing, and harmonizing melodies with various types of accompaniment, as well as playing some standard piano literature.

1/4 Course

Mr. Matsinko, Ms. Matsinko

125 Organ Private instruction designed to include literature of various periods, sight-reading, hymn-playing, chant and anthem accompaniment. *Prerequisites:* satisfactory performance of all major and minor scales (two octaves) and a Bach Invention.

1/4 Course

Ms. Freund

127 Band Instrument Instruction Private instruction emphasizing fundamentals and repertoire for the performance of woodwind, brass, and percussion instruments.

1/4 Course

Ms. Bowers, Mr. Hamm, Ms. Hardie, Ms. Hartung, Mr. Ryon, Ms. Shenk

128 Guitar Private instruction emphasizing skills of technique, interpretation, reading, and fretboard knowledge. Classical and other styles are offered according to needs of students.

1/4 Course

Mr. Hontz

129 String Instrument Instruction Private instruction, emphasizing both fundamentals of string playing and repertoire.

1/4 Course

Mr. Bolterbusch, Mr. Cameron, Ms. Wetherbee, Ms. Zeshonsky

130A Band "Bullet" Marching Band performs a corps style show at home football games. Symphonic Band performs a wide variety of wind literature, including reorchestrated masterpieces and contemporary works. Symphonic Band and Wind Ensemble present two campus concerts annually. *Symphonic Band prerequisites:* Membership in "Bullet" Marching Band and/or permission of the conductor.

Mr. Paddell

130B College Choir Premiere choral ensemble, which performs sacred and secular choral literature from all periods of music history. Performances on campus and in the region, with an annual spring concert tour. *Prerequisite:* audition and permission of instructor. *May be taken and repeated for one course credit, with a maximum of one course unit.*

Mr. Natter

130C Concert Choir Performs sacred and secular choral music written for large choirs. Rehearsals Monday evenings from 7:30–9:30; one to two major concerts per semester. Faculty, staff, and community members are welcome to participate. *Prerequisite:* simple audition and permission of instructors. *May be taken and repeated for one course credit, with a maximum of one course unit.*

Mr. Natter, Ms. Gratto

130D Orchestra Study and performance of orchestral music of all areas. Membership is open to all students of qualifying ability. Wednesday evening rehearsal 7:00–9:00; Monday evening rehearsal (strings only) 6:30–7:30. *May be taken for 1/4 course credit, with a maximum of one course unit.*

Mr. Brown

132A Instrumental Chamber Ensembles Perform a wide variety of music representing all historical periods. Emphasis is on "one-to-a-part" playing. Ensemble choices may include brass quintet, percussion ensemble, flute ensemble, woodwind quintet, saxophone quartet, string quartet, and other combinations available on student demand. *Prerequisite:* Membership in College Band and permission of instructor.

Ms. Gratto, Mr. Jones, Mr. Paddell, Staff

132B Jazz Ensemble Ensemble of 17–20 musicians dedicated to preserving and advancing America's indigenous musical art form. All styles of jazz are studied from big band swing through contemporary fusion. Campus community and festival performances, including an annual concert with a nationally recognized soloist. European tour every four years. *Prerequisite:* by audition and open to members of the College Band.

Mr. Jones

132C Camerata Advanced ensemble of 12–16 singers performing music written for small ensembles, from madrigals to vocal jazz. Ensemble performs in major choral concerts and in other campus or community performances. One hour-long rehearsal weekly. *Prerequisite:* concurrent membership in College Choir, Concert Choir, or Woman's Choir and permission of instructor. No credit.

Mr. Natter

132D Women's Choir Performs music for women's voices from various periods and styles. Ensemble performs in major choral concerts each semester and in other campus or community performances. One 90-minute rehearsal weekly. *Prerequisite:* Permission of instructor. No credit.

Ms. Gratto

132E World Music Ensemble Performs vocal music from diverse world cultures, including those within the United States. Ensemble performs in major choral concerts and in other campus or community performances. One hour-long rehearsal weekly. *Prerequisites:* Concurrent membership in College Choir, Concert Choir, or Women's Choir and permission of instructor. No credit.

Ms. Gratto

150 Woodwind Instrument Class Instruction in the technique of teaching and playing woodwind instruments, using the clarinet as the basic instrument and including the recorder.

1/2 Course

Mr. Paddell

152 Brass Instrument Class Instruction in the technique of teaching and playing brass instruments. Trumpet or cornet is used as the basic brass instrument.

1/2 Course

Mr. Paddell

154–155 Stringed Instrument Class Instruction and practice in the techniques of teaching and playing stringed instruments and the organization of a string section. Violin is used as the basic string instrument.

Two 1/4 Courses

Mr. Botterbusch

156 Percussion Methods and Instrumental Teaching Strategies Development of technical skills and an understanding of the fundamentals of each of the percussion instruments. Music education students explore current methodologies and teaching philosophies related to wind, string, and percussion instruments. *Prerequisite:* Music 150, 152, or 154.

1/2 Course

Mr. Paddell, Staff

456 Senior Recital Solo presentation of representative literature of various stylistic periods of the student's major applied area, with emphasis on historical performance practice. *Prerequisite:* permission of instructor and music faculty. *Staff*

NEUROSCIENCE

Peter Fong and Stephen Sivi, Coordinators

Overview

Neuroscience is an interdisciplinary study of the relationship between the brain, the mind, and behavior. Students have the opportunity to gain expertise in the various aspects of neuroscience while pursuing a major course of study. The interdisciplinary nature of the field is reflected in the courses that comprise the minor; these include offerings in biology, chemistry, philosophy, physics, and psychology. Students interested in pursuing a career in neuroscience or a related field should be well prepared for graduate school upon the completion of this minor and their major.

Requirements and Recommendations

The neuroscience minor consists of three core courses and three electives. The three core requirements provide an introduction to behavioral and cognitive neuroscience and an exploration of animal behavior and evolution. Students may only use one of the core courses to also satisfy a major requirement. The electives may be selected from a variety of courses, allowing students to focus their studies on a particular aspect of neuroscience. Students should take Psychology 101 to help satisfy the Liberal Arts Core requirement in the social sciences and Biology 101 or 111 and Biology 112 to satisfy the Liberal Arts Core requirement in the natural sciences. Students intending to go to graduate school in a field of neuroscience are strongly encouraged to complete an independent empirical research project with a neuroscience emphasis in their major discipline. Courses taken within a student's major discipline or which otherwise satisfy a major requirement may not be used as electives toward the neuroscience minor.

Students are encouraged to meet with one of the coordinators for advising and to declare the minor early in their college career. Careful planning is required because the courses in the minor have prerequisites. It is recommended

that students complete the core courses by the end of the sophomore year.

Core Courses

(One course may also count toward the major.)

Bio 225 Animal Behavior

Psych 236 Introduction to Brain and Behavior

Psych 238 Cognition and Brain

Electives

(Select three courses from the list below.

Courses may not also count toward the major.)

Bio 211 Genetics

Bio 212 Cell Biology

Bio 227 Invertebrate Zoology

Bio 334 Biochemistry

Bio 340 Comparative Animal Physiology

Bio 351 Molecular Genetics

Chem 203 Organic Chemistry

Chem 204 Organic Chemistry

Chem 334 Biochemistry

Phil 221 Philosophy of Mind

Phys 240 Electronics

Psych 215 Human Cognition

Psych 216 Sensation and Perception

Psych 237 Psychopharmacology

Psych 336 Behavioral Neuroscience

Psych 338 Experimental Cognitive

Neuroscience

PHILOSOPHY

*Professors DeNicola, Portmess (Chairperson),
and Walters*

*Assistant Professors Gimbel, Hansen,
and Ramanathapillai*

*Adjunct Professors Butin, Carrick, Hammann,
and Rickert*

Overview

The study of philosophy is intended to promote inquiry into perennial philosophical questions such as the nature of justice, happiness, knowledge, and freedom; to produce awareness of the answers that have been proposed to these questions; to teach the tools for the analysis of the assumptions and values that underlie different intellectual disciplines; and to promote the application of philosophical analysis to issues of public policy, law, and morality. The study of philosophy encourages the student to develop the ability to analyze problems, understand central issues, and develop alternative solutions. It challenges the student to reflect upon problems involving values, to examine problems

in an interdisciplinary way, to examine alternative world views and forms of knowledge, and to develop an awareness of intellectual history and diverse philosophical traditions. Classes encourage discussion and writing. The study of philosophy is an integral part of an education in the liberal arts tradition.

A major in philosophy is excellent preparation for graduate school or for professional schools in almost any field. It will also prove valuable in any profession that demands clear thinking and the ability to understand the points of view of other people. Individually, philosophy courses are useful supplements to course work in other areas. The department is interested in assisting and encouraging students to design individual majors in which philosophy is an integral part.

Requirements and Recommendations

Philosophy 101, 103, 105, 107, and 211 have no prerequisites. Any 100-level course is prerequisite for a 200- or 300-level course, though the instructor may grant permission to enroll on an individual basis to equivalently prepared students.

A philosophy minor consists of any six courses in the department, only two of which may be 100-level courses. A philosophy major consists of nine courses in philosophy, including 211; at least two out of 205, 206, 207, and 208; 400 (Senior Seminar) and 466 (Senior Thesis). No more than two 100-level courses may be counted toward the major, and the major must include at least one 300-level course.

Distribution/Liberal Arts Requirements

All philosophy courses except 103 and 211 fulfill the liberal arts core humanities requirement. Philosophy 211 fulfills the liberal arts quantitative reasoning requirement. All other courses count toward the liberal arts humanities requirement.

101 Introduction to Philosophy Study of selected philosophical texts, which deal with such themes as knowledge, happiness, justice, death, and the nature of reality. Goal is to develop an ability to read about, reflect on, and comment on philosophical issues.

Staff

103 Critical Thinking Informal logic course designed to help students reflect on and enhance their ability to think analytically and creatively. Discussions and exercises focus on

techniques characteristic of informal logic (classification of arguments, analysis and evaluation of arguments, identifying informal fallacies, etc.), as well as strategies for intuitive and creative thinking.

Mr. Gimbel

105 Contemporary Moral Issues Study of moral problems and larger philosophical questions they raise about such issues as the defensible use of violence, limits of freedom, extent of our obligations to others and to nature, rightful state authority, and the nature of duties and obligations. Selected readings focus on moral disputes as they arise in law and medicine, in international affairs, and in private moral reflection. Particular attention is given to ethical theories and to worldviews that shape positions on moral issues and guide moral decision-making.

Staff

107 Environmental Ethics Exploration of ethical issues that arise regarding what responsibilities human beings have to the natural world. Specific issues such as population, land use, wilderness preservation, biodiversity, and our treatment of animals are examined in light of larger philosophical questions regarding nature and human purpose, obligations to future generations, the aesthetic and religious value of nature, and the possibility of an environmental ethic.

Mr. Carrick

108 Philosophy and Food Study of texts focusing on philosophical issues involving the production, distribution, and personal use of food. Specific topics examined include public policy and food production/distribution, diet as ethical choice, poverty and hunger, the existential/metaphysical status of breaking bread, food and consumerism, the aesthetics of diet, and the religious/cultural significance of eating with another.

Mr. Walters

205 Ancient Philosophy Study of philosophers and philosophies of ancient Greece and Rome. Emphasis is on the Pre-Socratics, Plato, Aristotle, Stoicism, and Skepticism.

Ms. Hansen

206 Medieval and Renaissance Philosophy Study of leading thinkers in the western philosophical tradition, from the fifth to the fifteenth century. Special emphasis is on such figures as Augustine, Bonaventure, Anselm, Thomas Aquinas, and Pico della Mirandola.

Mr. Walters

207 Early Modern Philosophy Study of such major figures as Descartes, Locke, Berkeley, and Hume in seventeenth- and eighteenth-century European philosophy.

Mr. Gimbel

208 Kant and Nineteenth-Century Philosophy Study of the philosophy of Immanuel Kant and selected nineteenth-century European philosophers such as Hegel and Nietzsche.

Ms. Hansen

211 Logic Introduction to formal logic and a study of the formal uses of language, with particular reference to the nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and predicate logic; and the nature of language.

Mr. Gimbel

221 Philosophy of Mind An exploration of the nature of mind and leading theories of the relationship between mind and brain, such as dualism, behaviorism, and mind/brain identity. In light of contemporary developments in neuroscience and cognitive science, topics include consciousness and subjectivity, the language of thought and other accounts of mental content, the problem of other minds, mental causation, and physical versus psychological accounts of personal identity.

Ms. Portmess

222 Philosophical Perspectives on Justice Study of meanings and significance of justice for individuals and societies. Course examines principles and questions regarding distributive and retributive justice raised in central texts of the western philosophical tradition and uses them to analyze students' own views and engage contemporary challenges for individual, local, and global justice.

Ms. Rickert

223 Philosophy and Gandhi An exploration of the philosophical, religious, and strategic aspects of Gandhi's theory of nonviolence and its relevance to international politics and personal life. Course examines Gandhi's philosophy of conflict as well as his moral and political thought. Emphasis is given to philosophical issues raised by his theory of non-violence.

Mr. Ramanathapillai

224 Philosophy and Human Rights Study of practical and theoretical issues of human rights and the philosophical questions they raise. Are human rights applicable to all cultures? Are women's rights human rights? Can economic rights override political rights? Are some rights more important than others? How should we understand charges of cultural relativism against the universal applicability of human rights? Course explores methods of terror such as killing, torture, disappearance, sexual assault, and forceful recruitment by oppressive governments and war zone combatants.

Mr. Ramanathapillai

237 Philosophy of Religion Study of philosophical efforts to understand and justify religious beliefs. Course examines writings of philosophers who have answered such questions as: What is religion? What is the importance or significance of specifically religious experiences? What account can we give of the meaning of religious claims? How can we mediate between apparently conflicting religious beliefs?

Mr. Hammann

230 Ethical Theory Study of major figures and schools in the Western ethical tradition. Attention is paid to selections from representative philosophers, from Plato through Rawls. Specific issues examined include the nature of rights and responsibilities, virtue, and moral obligation.

Mr. Gimbel

240 World Philosophy Study of selected writings from the world's philosophical traditions. Such themes as self and world, knowledge and its limits, the meaning and purpose of life, the nature of reality and ideals of moral perfection are explored in diverse philosophical traditions.

Ms. Portmess

243 American Philosophy Study of selected topics in colonial, early republic, nineteenth- and twentieth-century U.S. philosophy. Topics include deism, transcendentalism, pragmatism and historicism. Important secondary movements such as puritanism and evolutionism may also be considered.

Mr. Walters

314 From Zero to Infinity: Philosophical Revolutions in Mathematics Study of the philosophical foundations of mathematics starting with the concept of number and culminating with Gödel's groundbreaking

incompleteness result. Specific topics include the historical developments and mathematical and philosophical ramifications of zero, rational, irrational, imaginary, and transfinite numbers as well as an examination of the completeness of arithmetic. *Prerequisite:* Mathematics 211 or higher. Not offered every year. Cross-listed as Mathematics 314.

Mr. Gimbel and Mr. Egge

315 The Nature of Space: Philosophical Revolutions in the History of Physics Study of the notion of space as it has developed from Aristotle to Einstein. Particular focus is on relations between scientific accounts of the structure of space and the larger philosophical context in which they arose. Cross-listed as Physics 315.

Mr. Gimbel and Mr. Marshall

330 Language, Truth, and Reality Study of some major contemporary efforts related to traditional metaphysical issues. Topics include questions such as the following: Can philosophy tell us anything about the nature of our world? If so, how and what? To what extent is reality mind-dependent? What is the relationship between language and reality?

Mr. Gimbel

331 Emotion A philosophical exploration of the nature and role of emotion in human life. Course examines emotionality as a human capacity, emotional response as an experience, and specific emotion types, such as anger or fear. Topics include the traditional opposition between reason and passion, between the cognitive and the emotive; the relation of emotion to morality; the possibility of "educating the emotions"; and philosophical issues related to particular emotions such as envy, jealousy, and embarrassment.

Mr. DeNicola

333 Philosophy of Science Study of what philosophy has to say about science and what science has to say about philosophy. Course examines such questions as: What is the relationship between science and truth? Does truth extend beyond science? Is the purpose of a scientific theory merely to predict, or to explain? Do we live in a determined world or a chaotic one? What are the philosophical implications of such theories as quantum mechanics, evolution, and relativity?

Mr. Gimbel

335 Philosophy of Film The study of film as an artifact that both illuminates philosophical problems and poses new questions for philosophers about the nature of the self and community. The course examines how humans experience time and organize events and information through viewing film as a model of consciousness. Students also study film to identify how culture shapes both our identity and our perception of the "Other."

Ms. Hansen

338 Philosophy of Law Study of enduring themes of legal philosophy, such as the nature of law, law and morality, liberty, responsibility, and justice, as well as such specific issues as civil disobedience, freedom of expression, privacy, compensation, and punishment. Emphasis is placed on differing philosophical perspectives that underlie disagreements about the law and on ethical questions that arise from the practice of law.

Ms. Portmess

341 Contemporary Continental Philosophy Study of contemporary European and European-influenced philosophy. Course readings may include works by Heidegger, Derrida, Foucault, the French Nietzscheans (Bataille, Blanchot, Klossowski, Haar, Deleuze), French feminists (Kristeva, Irigaray, Cixous), and critical theorists (Adorno, Horkheimer). Course explores the interrelations between philosophy and disciplines—such as literature, psychoanalysis, political theory, and cultural criticism—and the ways in which contemporary continental philosophers both take up and alter the historical traditions of philosophy.

Ms. Hansen

400 Senior Seminar Discussion of important texts by twentieth-century philosophers who represent major movements in analytic and continental philosophy. Recent seminars have focused on Wittgenstein, Heidegger, Foucault, and Rorty, as well as themes such as violence and its alternatives, philosophical theories of emotion, and the role of philosophy in the postmodern era.

Mr. Walters

466 Senior Thesis Individualized study project involving the research of a topic and preparation of a major paper. Normally done during fall or spring semester of the senior year.

Prerequisite: major or minor in philosophy.

Staff

PHYSICS

*Professors Marshall (Chairperson) and Pella
Associate Professors Aldinger and Good
Assistant Professors Stephenson and Crawford
Laboratory Instructors Cooper and Clarke*

Overview

The physics curriculum introduces students to concepts and techniques basic to our present understanding of the physical universe. Diverse courses emphasize theories and principles that give a broad, unifying description of nature and develop the analytical reasoning needed for their use. Probing the interrelationships between matter and energy, students and faculty explore such fields as astronomy, electromagnetism, optics, elementary particles, relativity, quantum mechanics, and atomic and nuclear physics. Laboratory training stresses the design of experiments, the techniques of precise measurement, the interpretation of data, and written and oral communication. In advanced courses, students apply their skills through independent studies and research with faculty, in contrast to programs at larger institutions. Our physics faculty is dedicated to teaching, while remaining actively engaged in research. Mentoring relationships between faculty and students are the norm.

The physics major is flexible. The possibility of a double major is limited only by interests, dedication, and imagination. Gettysburg College physics majors have succeeded in diverse careers, including government, law, and management, as well as engineering, particle physics, and molecular biology. Our majors who choose graduate study have been well prepared for study in a wide range of fields, including astronomy; astrophysics; biophysics; business; geophysics; environmental, electrical, nuclear, and ocean engineering physics; and physiological psychology.

Requirements and Recommendations

The department offers both a Bachelor of Science and Bachelor of Arts degree for the major.

B.A. requirements: A minimum of nine physics courses is required for the major. This includes the following six core courses: Physics 111, 112, 211, 255, 310, 325, and three additional courses at the 200-level or higher, at least one of which must be from: Physics 312, 319, 330, and 341.

In addition, majors are required to complete mathematics courses through Mathematics 212 or its equivalent. This diverse, flexible major is well suited for a variety of post graduation careers, including secondary school physics teaching, industrial research, and graduate school in such fields as engineering, computer science, law, and medicine.

First-year students who are considering a major should enroll in Physics 111, 112, and Mathematics 111 and 112 if possible. Those planning on attending graduate school in physics should plan to take the additional courses listed under the B.S. requirement below. Those considering graduate work in astronomy, engineering, or related fields are encouraged to augment their physics major with additional courses in mathematics, computer science, and chemistry. Students are not permitted to take more than twelve courses in the department without permission of the department, unless the thirteenth course is Physics 462 (Independent Study).

B.S. requirements: In addition to the six core courses mentioned above, the B.S. degree requires Physics 462, at least three courses from Physics 312, 319, 330, 341, and any two courses at the 200-level or above. Candidates for the B.S. degree must also complete Mathematics 363.

Minor requirements: A minor in physics consists of Physics 111, 112, 211, 255, and two additional courses in physics at the 200-level or above. The minor represents an appropriate complement to a variety of majors, including mathematics and computer science.

Liberal Arts Core Requirements

The Liberal Arts Core requirement in the natural sciences may be satisfied by any course listed under physics or astronomy.

Special Facilities

In addition to well-equipped teaching laboratories in atomic and nuclear physics, electronics, and optics, the facilities of the department include a planetarium, an observatory, an accelerator research lab, and a plasma research lab. The observatory features a 16" Cassegrain telescope with a computer-controlled drive, a UVB photometer, and a research-grade CCD camera. The accelerator research lab houses a model PN-250 Van de Graaf HVEC proton accelerator. The plasma research lab is home to the Pickets Charged Plasma Device in which plasma discharges are

produced and studied via laser spectroscopy diagnostics. Support facilities in Masters Hall include a machine shop, electronics shop, and a computer-equipped student work area.

Engineering

The department administers the Dual-Degree Engineering Program with Columbia University, Washington University in St. Louis, and Rensselaer Polytechnic Institute. Students selecting this program graduate with a degree from Gettysburg College upon successful completion of an engineering degree at one of these schools.

More details regarding the Dual-Degree Engineering Program are described in the Physics Student Handbook prepared by the Physics Department. Majors and prospective majors should request a copy from the department office or check the department's Web page.

Prerequisites are meant only as guides. Any course is open to students who have permission of the department.

ASTRONOMY

101 Solar System Astronomy Overview of behavior and properties of planets, satellites, and minor members of the solar system. Subjects include basic phenomena of the visible sky, gravitation and orbital mechanics, results of telescopic and space research, and theories of the origin and evolution of the solar system. Course satisfies science distribution requirement for nonscience majors. Three classes and a laboratory.

Mr. Marshall

102 Stellar Astronomy Overview of current knowledge about the universe beyond the solar system from a physical and evolutionary standpoint. Subjects include observational properties of stars, methods of observation and analysis of light, nature of stellar systems and interstellar material, principles of stellar structure and evolution, and overall structure and development of the physical universe. Course satisfies laboratory science distribution requirement for nonscience majors. Three classes and a laboratory.

Mr. Marshall

208 Topics in Astronomy A detailed investigation of a topic of current interest in astronomy. The course sets forth a major subdiscipline of astronomy at a level beyond that of the

introductory astronomy sequence, presuming some knowledge of the scale and structure of astronomical objects, the vocabulary of astronomy, and the fundamentals of physics.

Staff

PHYSICS

101 The Evolving Universe Overview of the fundamental principles of classical physics (including gravitation and electromagnetism), the theory of relativity, and quantum physics.

Course includes a discussion of the four fundamental forces of nature; nuclear and atomic physics; elementary particles; grand unified theories; and cosmology, including the origin and fate of the universe. Does not count toward the major. Three class hours.

Mr. Aldinger

102 Contemporary Physics Designed for nonscience majors. Course concentrates on the relationship between physical principles, modern technology, and the world in which we live. Topics include heat and thermodynamics, lasers and other optical instruments, electricity and circuits, medical diagnostics, and radiation effects. Not appropriate for students taking Math 112. Three class hours and three laboratory hours. *No prerequisites.*

Staff

103–104 Elementary Physics I and II General coverage of the fields of classical and modern physics. Course is structured for students in biology, environmental science, the health professions, etc. While particularly useful for biology majors, the two-course sequence serves any student as an introduction to a wide range of topics in physics. *Prerequisite:* Facility in algebra and geometry. Three class hours and three laboratory hours.

Staff

107 Physics of Music An introduction to the physical basis of music and sound production. Topics include the mechanical and sonic characteristics of common musical instruments, room acoustics, human perception of sound, and the mechanics of the human ear. Special emphasis is placed on how fundamental concepts from math and physics (vibrations and waves, logarithmic measurement scales, the Fourier Series, frequency spectra) explain many of the aspects of how music is produced and perceived.

Mr. Crawford

111 Introductory Modern Physics I

An introduction to conservation laws and modern physics: the conservation of momentum, energy and angular momentum as fundamental laws, vectors and the concept of velocity, superposition and the interference of waves, physical optics, introductory principles of quantum physics, and applications in atomic and nuclear physics. Four class hours and three laboratory hours.

Mr. Pella

112 Introductory Modern Physics II

An introduction to classical and relativistic mechanics: Newton's laws of motion, the work-energy principle, celestial mechanics, and the special theory of relativity, including four-vector notation. Differential and integral calculus is introduced and used. *Prerequisites:* Physics 111 and Math 111, which may be taken concurrently, or permission of instructor. Four class hours and three laboratory hours.

Ms. Stephenson

211 Intermediate Physics

An introduction to classical electromagnetic theory and applications: electrostatic fields, currents, magnetic fields, magnetic induction, and Maxwell's equations. Other topics include waves, light as a propagating electromagnetic disturbance, optics, and quantum mechanics. *Prerequisites:* Physics 112 and Mathematics 112, which may be taken concurrently; or permission of instructor. Three class hours and six laboratory hours.

Mr. Crawford

240 Electronics Principles of electronic devices and circuits using integrated circuits, both analog and digital, including amplifiers, oscillators, and logic circuits. Three class hours and six laboratory hours. *No prerequisites.*

Mr. Crawford

255 Mathematical Techniques for Physicists

Intermediate treatment of mathematical methods used in physics. Topics include elements of vector calculus, complex variables, ordinary and partial differential equations, solution of Laplace's equation, special functions, determinants, and matrices.

Prerequisites: Physics 211 and Mathematics 112. Three class hours.

Mr. Aldinger

310 Atomic and Nuclear Physics Introduction to quantum mechanics. Potential wells, barriers, one-electron atoms, and multielectron atoms are studied. Other topics include nuclear models, decay, and nuclear reactions. Three class hours and six laboratory hours. *Prerequisite:* Physics 255.

Mr. Pella

312 Thermodynamics and Statistical Physics

Temperature, heat, first and second laws of thermodynamics, and introductory statistical mechanics of physical systems based on the principle of maximum entropy. Topics include the ideal gas, Fermi-Dirac and Bose-Einstein "gases," electrons in metals, blackbody radiation, low temperature physics, and elements of transport theory. *Prerequisite:* Physics 211. Three class hours.

Ms. Stephenson

315 The Nature of Space: Philosophical

Revolutions in the History of Physics Study of the notion of space as it has developed from Aristotle to Einstein. Particular focus is on relations between scientific accounts of the structure of space and the larger philosophical context in which they arose. Cross-listed as Philosophy 315.

Mr. Gimbel and Mr. Marshall

319 Classical Mechanics Intermediate-level course in mechanics for upperclass physics majors. Topics include chaos, nonlinear dynamics, central forces, oscillations, and the formalisms of Lagrange and Hamilton. *Prerequisites:* Physics 211, Physics 255, and Mathematics 211. Three class hours.

Staff

325 Advanced Physics Laboratory Laboratory course with experiments drawn from various areas of physics, such as optics, electromagnetism, atomic physics, and nuclear physics, with particular emphasis on contemporary methods. Error analysis, experimental techniques, and written and oral communication are stressed. *Prerequisite:* Physics 310.

Staff

330 Electricity and Magnetism Intermediate course in electromagnetism, including vector fields and vector calculus, electrostatic field theory, dielectrics, magnetic phenomena, fields in matter, Maxwell's equations, Laplace's equation and boundary value problems, and electromagnetic waves. *Prerequisites:* Physics 211 and Physics 255. Three class hours.

Mr. Good

341 Quantum Mechanics Introduction to the Schrodinger and Heisenberg formulations of quantum mechanics. Topics include free particles, harmonic oscillator, angular momentum, hydrogen atom, matrix mechanics, spin wave functions, helium atom, and perturbation theory. *Prerequisites:* Physics 255 and 310 and Mathematics 363, or permission of instructor. Three class hours.

Staff

352 Optics and Laser Physics Intermediate treatment of physical optics and laser physics. Topics include electromagnetic theory of light, interference, diffraction, coherence, holography, Fourier optics, fundamentals of laser operations, laser spectroscopy, and fiber optics. Three class hours and six laboratory hours. *Prerequisites:* Physics 211 and Mathematics 211 or permission of instructor.

Mr. Good

381 Special Topics in Physics Topics in physics not covered in the usual curriculum. Topics vary from year to year and may include relativity; astrophysics; advanced topics in modern optics, solid state physics and electromagnetism; fundamental particles and nuclear structure; the physics of plasmas and various mathematical topics in physics (topology, special functions, fractals). *Prerequisites:* Upper division standing and approval by instructor. Three class hours.

Staff

452 Tutorials: Special Topics Designed to cover physics or physics-related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible areas of study include advanced electronics, medical physics, astrophysics, acoustics, nuclear physics, and plasma physics. *Prerequisite:* Approval by department.

Staff

462 Independent Study in Physics and Astronomy Experimental or theoretical investigation of a research-level problem selected by a student in consultation with a faculty member. Students should arrange for supervision by the end of the junior year. Results of the investigation are reported in a departmental colloquium and in a written thesis. *Prerequisite:* Approval by department.

Staff

474 Internship Research participation during the summer at a recognized research laboratory such as Argonne National Labs, Department of Energy Laboratories, or NIST. Individual students are responsible for obtaining acceptance to these programs. In most cases students will be required to describe their participation in a departmental colloquium.

Prerequisite: Completion of sophomore year and departmental approval.

Mr. Pella

POLITICAL SCIENCE

*Professors Mott (Chairperson) and Warshaw
Associate Professors Borock, Dawes, Gaensler,
Hartzell, Iannello, and D. Tannenbaum
Assistant Professor Bohrer*

Overview

The department aims at providing an understanding of the study of politics, emphasizing the methods and approaches of political science and the workings of political systems in various domestic, foreign, and international settings.

The program provides balance between the needs of specialists who intend to pursue graduate or professional training and those who do not. Courses offered in the department help prepare the student for careers in politics, federal, state, and local government, public and private interest groups, business, journalism, law, and teaching.

Requirements and Recommendations

Major requirements: A minimum of eleven courses in political science. Majors are required to take four introductory courses: Political Science 101, 102, 103, and 104. These courses are designed to introduce students to the discipline and to the types of issues that are important to political scientists. The 100-level courses may be taken in any order, and should be completed by the end of the sophomore year. All students must take Political Science 215 (Political Science Research Methods) as sophomores or first-semester juniors. Among the six courses needed to complete the major, students must take three courses in three different subfields at the 200 level, and two courses within two of those subfields at the 300–400 level. The remaining requirement may be satisfied with any upper level course.

Students are encouraged to take internships for academic course credit, but they are graded S/U and do not count toward the major

requirements. Political science courses taken off campus will satisfy 200-level requirements only. Students are allowed to count a maximum of two of those courses for major and minor credits toward graduation.

Minor requirements: Successful completion of any two 100-level courses and any four upper-level courses that normally count toward the major, provided they do not all fall into the same subfield.

Departmental honors in political science are awarded to graduating majors who have achieved an average of 3.5 in political science courses and who have successfully completed a significant research project in the senior year. Students wishing to qualify for honors are responsible for choosing a faculty member to direct the project. A second faculty member will act as a reader of the completed work. Those who achieve honors are expected to present their work in a public forum.

Students interested in political science are urged to take basic courses in history and economics during their first two years. In the junior and senior years, majors are urged to participate in departmental seminars, individualized study, and internships.

Liberal Arts Core Requirements

Any of the following courses may be counted towards the Liberal Arts Core requirement in the social sciences: 101, 102, 103, and 104. The following courses may be counted toward the Liberal Arts Core requirement in non-Western culture: 270, 271, 362, and 363.

Special Programs

Qualified students may participate in off-campus programs, such as the Washington Semester, The United Nations Semester, and Study Abroad.

INTRODUCTORY COURSES

101 American Government Examination of the institutional structure and policy-making process of national government as reflections of assumptions of liberal democracy and the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

Mr. Dawes, Ms. Iannello, Mr. Mott, Ms. Warshaw

102 Introduction to Political Thought Analysis of political philosophies relating to fundamental problems of political association, past and present. Course examines concepts of power, authority, freedom, equality, social justice, and order, as expressed in works of major political philosophers.

Mr. Tannenbaum

103 Introduction to International Relations

Examination of the behavior of states and non-state actors in the international system. Topics include systems analysis, nationalism, power, foreign policy, international institutions, interdependence and the world economy, conflict and cooperation, global environmental and ecological issues.

Mr. Borock, Ms. Hartzell

104 Introduction to Comparative Politics

Introduction to structures and processes of political institutions in major types of political systems, including parliamentary systems, countries of the former Soviet Bloc system, and systems in developing countries.

Mr. Bohrer, Mr. Gaenslen

METHODOLOGY

215 Political Science Research Methods

Introduction to quantitative research methods and their application to the study of politics. Topics include empiricism, survey research and polling, electoral behavior, and public opinion. Special attention is given to research design, data collection, data processing, and statistical analysis. *Prerequisites:* Completion of three of the following: Political Science 101, 102, 103, and 104, or permission of instructor.

Mr. Bohrer, Mr. Dawes

AMERICAN GOVERNMENT

220 Urban Politics Study of the changing patterns in American urban life. Particular attention is given to the governing of urban America in the past, present, and future, and the structure of power that has affected urban policy decisions. *Prerequisite:* Political Science 101 or permission of instructor.

Staff

223 U.S. Congress Study of the United States

Congress, focusing on theories of representation, nomination and electoral processes, internal organization of Congress, influences on Congressional policy-making, and Congressional interaction with other participants in the policy process. *Prerequisites:* Political Science 101 or permission of instructor.

Ms. Warshaw

224 The American Presidency Study of the presidency in the American political system, including presidential selection, presidential leadership and decision-making, the president's advisors, and the role of the presidency in the policy-making process. *Prerequisites:* Political Science 101 or permission of instructor.

Ms. Warshaw

225 American Constitutional Law Study of the judicial process in the U.S., with particular focus on the Supreme Court and its historical role in nation-building, establishing principles of federalism and the separation of powers, and determining the scope of personal and property rights. *Prerequisites:* Political Science 101 or permission of instructor.

Mr. Mott

322 Civil Rights and Liberties Study of selected problems involving interpretations of the Bill of Rights. Attention will be given to both the evolution and current standing of issues treated by the Supreme Court. *Prerequisites:* Political Science 101 and 225, or permission of instructor.

Mr. Mott

327 State Politics and Policy Comparative analysis of politics in the fifty states. An empirical analysis of the operation and functions of state political systems. *Prerequisite:* Political Science 101 and 215 or permission of instructor.

Mr. Dawes

331 Political Parties in American Politics

Examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political processes. Aspects of voting behavior and campaign techniques are considered. *Prerequisites:* Political Science 101 and 215, or permission of instructor.

Mr. Dawes

INTERNATIONAL POLITICS

242 United States Foreign Policy Examination of the sources, goals and patterns of foreign policy. Attention is given to the processes by which policy is formulated and implemented and to the evaluation of the effectiveness of policy. Topics include decision-making, foreign economic policy, deterrence, instruments of foreign policy, regionalism, multilateralism, and the development of post-Cold War objectives. *Prerequisite:* Political Science 103 or permission of instructor.

Mr. Borock

251 Political Economy of Advanced Industrial

Societies Course explores scope and implications of interdependence among advanced industrial societies in the global system, as well as political determinants of international economic developments. Alternative theoretical perspectives on international political economy are examined, as well as the nature of the structure and management of the international economic system that was created by the industrialized countries after World War II. *Prerequisite:* Political Science 103 or permission of instructor.

Ms. Hartzell

252 North-South Dialogue Course investigates the political economy of North-South relations. Examining the distribution of wealth between the developed and developing countries of the world, course focuses on political and economic factors that have made global inequality a central characteristic of the relationship between the North and South. Important issues of the contemporary period such as North-South trade, the debt crisis, foreign aid, and famine are investigated and the developmental prospects for the South are assessed. Course may, in some of the years it is offered, include a two-week service learning trip to a developing country. *Prerequisite:* Political Science 103 or permission of instructor.

Ms. Hartzell

340 Models and Policy Analysis Examination of national/regional policy options and consequences, using a global computer model to develop scenarios that focus on present or future international issues. Scenario topics include global warming, North-South disparities, environmental and ecological issues, economic development and trade, arms racing, and nuclear proliferation. *Prerequisite:* Junior or seniors status, or permission of instructor.

Mr. Borock

344 U.S. National Security Policy Examination of the domestic and foreign policies developed by the U.S. to defend itself and its interests. Attention is given to the structure within which policy is formulated and implemented and the transition to post-Cold War defense objectives and strategies. Topics include decision-making, defense spending, military intervention and peacekeeping, regionalism, terrorism, nuclear proliferation, and war fighting strategies. *Prerequisite:* Political Science 103 or permission of instructor. *Recommended:* Political Science 242.

Mr. Borock

346 International Relations Theory

Examination of the study of international relations from the perspective of the realist/neorealist and liberal/neoliberal theoretical traditions. Attention is also given to the theories' impact on policy making. Topics include power, war, peace, integration, international organization and law. *Prerequisite:* Political Science 103 or permission of instructor.

Mr. Borock

COMPARATIVE POLITICS

260 West European Politics Introduction to post-WW II West European politics. Topics include the development, expansion, and contraction of the welfare state, corporatism, societal cleavage structures, party system dynamics, government formation, and the institutional development and transformation of the European Union. Course compares the countries of Western Europe with one another, as well as with other post-industrial systems. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Bohrer

270 Government and Politics in China

Introduction to the domestic politics of China, particularly since 1949. Topics include the historical legacy, ideology, political institutions, elite-mass relations, policy process, developmental strategies, and efforts at reform.

Prerequisite: Political Science 104 or permission of instructor.

Mr. Gaenslen

271 Government and Politics in Japan

Introduction to post-World War II Japanese politics, involving comparison with political patterns elsewhere in the industrialized world. Topics include the historical legacy, political structures and processes, elite-mass relations, and the nature of the connection between business and government. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Gaenslen

275 Latin American Politics Introduction to Latin American politics. Focus is on political issues surrounding economic development in the Latin American context: political preconditions, policy choices of Latin American regimes and leaders, and political consequences of development in general, and of those policy choices in particular. Course also compares the political systems and development trajectories of Latin American countries to other countries in the world. *Prerequisite:* Political Science 104 or permission of instructor.

Ms. Hartzell

362 Peasants, Politics, and Rebellion Peasants as political actors, with a focus on rural ecology and economy, peasant mentality and culture, and theories of rebellion and revolution.

Prerequisite: Political Science 104 or permission of instructor.

Mr. Gaenslen

363 The Politics of Developing Areas

Introduction to the study of social and political change in poor countries. Topics include the meaning of development, theories of under-development, political structures and processes, the role of the military, corruption, East Asia as a model, and prospects for democracy. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Gaenslen

POLITICAL THEORY

280 Modern Political Ideologies Study of the philosophical content and the role of political ideologies in the modern world, with emphasis on liberalism, conservatism, socialism, feminism, anarchism, Marxism, communism, and fascism. Concept of ideology, historical development, and intersection and overlap of ideologies are also considered, as is the influence of political philosophy on ideologies and of ideologies on political behavior. *Prerequisite:* Political Science 102 or permission of instructor.

Mr. Tannenbaum

381 American Political Thought Study of the development of political thought in America from the colonial period to the present. Course examines individual writers and movements, and considers the relationship of the ideas examined both to current issues and politics and to the broader tradition of political philosophy. *Prerequisite:* Political Science 102 or permission of instructor.

Mr. Tannenbaum

382 Feminist Theory in American Politics Course examines the role of feminist political thought in American politics. Topics include various strains of feminist theory, including liberal, Marxist, radical, and anarchist theories, with particular emphasis on kinds of feminist political participation that emerge from liberal and anarchist political ideals. Course also provides a context in which key concepts such as politics and power may be reconceptualized from an American feminist point of view.

Prerequisite: Political Science 102 or permission of instructor.

Ms. Iannello

200, 300 Topics in Political Science Exploration of an announced topic chosen each year or every other year by the department. Among the Special Topics currently offered are the following:

200 The Holocaust and Modern Political Thought

Study of the ideas of modern political thinkers from Machiavelli to Marx, Camus, and Wiesel, which provide insight into human behavior during the Holocaust—the systematic destruction of six million European Jews, and other targeted populations, by the Nazi German regime and their collaborators during the 1930s and 1940s. *Prerequisites:* Political Science 102 or permission of instructor.

Mr. Tannenbaum

211 East-Central European Politics Introduction to East-Central European politics. Course examines the pre-communist, communist, and post-communist eras of political development in the region, focusing on the contemporary period. Topics include the role of empire in the region and the influence of political geography, with particular emphasis given to development of political institutions and the movement away from command economies. Course also compares the transitions in this region to those in southern Europe and Latin America.

Prerequisites: Political Science 104 or permission of instructor.

Mr. Bohrer

301 Electoral Politics: Parties, Procedures, Finances, and Strategies

Course focuses on contemporary campaign and election events and personalities as well as recent American political party history and issues, candidate nomination procedures, party financing, campaign strategies, use of media, and voting behavior. *Prerequisites:* Political Science 101 or permission of instructor.

Mr. Mott

303 Global Conflict Management Examination of some basic forms of conflict prevalent in the international system. Course focuses on conditions that provoke conflict, attempts to prevent conflict, and ways to manage conflict and the means to end it. Cases are drawn from global and regional examples. *Prerequisites:* Political Science 103 or permission of instructor.

Mr. Borock

400 Seminars Advanced study of domestic, foreign, or world politics, or political theory. A common core of reading and written reports by each student is provided. Topics differ each year, but several seminars are offered routinely and are listed below.

401 Executive Policy Making Study of the constraints in the presidential policy-making process. Included is an examination of the bureaucratic, constituent, and congressional impact on the development of policy options in executive decision-making. Students are responsible for a major term paper, which involves considerable independent research. *Prerequisite:* Political Science 101 and 224 or permission of instructor.

Ms. Warsaw

402 American Voting Behavior and Electoral Politics Survey of research on political participation and vote choice in the U.S. Also considered are various functions elections serve in a democracy, as well as the relative merits of aggregate and individual level approaches to the study of the politics of the mass electorate. Emphasizes contemporary American politics, but also includes analysis of historical and comparative aspects of voting behavior. *Prerequisite:* Political Science 101 or permission of instructor.

Mr. Dawes

405 Executive-Legislative Relations Examination of the complex institutional and political relationship between the Executive and Legislative branches of the Federal government. *Prerequisite:* Political Science 101 and 224.

Ms. Warsaw

406 Politics of Poverty Consideration of the definitions of poverty and the location of the problem within the federal political system. Attention is given to competing ideologies/theories of the development of poverty in urban areas and corresponding proposals/solutions offered by each perspective. *Prerequisite:* Political Science 101 or permission of instructor.

Ms. Iannello

409 Comparative Political Economy Introduction to the workings of domestic economic systems and to some of the main analytical frameworks that political economy uses to examine these systems. Comparative focus on issues of political economy is two-fold: Use is made of comparative methods as well as of different theoretical approaches to understanding domestic political

economies. To that end, course focuses on relationship between political systems, regime types, ideology, and economic systems and the effects these have on certain public policy outcomes. *Prerequisites:* Political Science 103, with Political Science 251 or 252 recommended, or permission of the instructor.

Ms. Hartzell

412 Women and the Political Economy of Development Examination of the central role that women in developing countries perform in the development process, as well as of the impact that development has on women. Analysis of the role that women play in household production, in the care of their families and their participation in both the formal and informal economies. Perspectives ranging from economists' efforts to accurately measure women's contributions to development, to political scientists' focus on the political power of women, to feminist critiques of mainstream development theories are employed. Course includes a service learning component. *Prerequisites:* Political Science 103 or permission of instructor.

Ms. Hartzell

414 Europe in Transition Focus on the profound political, social, and economic changes in the post-World War II era in West European politics. Topics include the crisis of the welfare state, immigration and the rise of parties of the far-right, the enlargement and enhancement of the European Union, the integration of East-Central Europe after the Cold War, and the devolution of power from national to sub-national bodies. *Prerequisite:* Political Science 104 or permission of instructor. *Recommended:* Political Science 260.

Mr. Bohrer

415 Contemporary Democracies Examination of the growth in the number of democratic governments across the world since the late twentieth century. Comparative focus on established and transitional states with a focus on the meaning and measurement of democracy, the implications of different institutional forms of democracy on representation and political-economic outcomes, democratic transitions, and the problems and prospects for "exporting" democracy. *Prerequisite:* Political Science 104 or permission of instructor.

Mr. Bohrer

Individualized Study Intensive research on an approved topic presented in oral or written reports, under the supervision of a faculty member.

Staff

Internship Minimum six weeks of on-site participation in administration with a public or private organization under the supervision of a faculty member. Available fall or spring semesters or the summer.

Staff

Honors Opportunity for highly qualified students to participate in a program of original research under the supervision of a faculty member. Each student completes a thesis and presents her or his research in a public forum.

Staff

PSYCHOLOGY

Professors Arterberry, Bornstein, D'Agostino, Pittman, and Riggs

Associate Professors Cain, Fincher-Kiefer, McCall, and Sivi

Assistant Professor Goubet

Adjunct Professor Stangor

Adjunct Assistant Professors O'Neill and Sauvé

Overview

The department emphasizes an empirical approach to psychology in all of its course offerings. The objective of the department is to promote knowledge of the causes of behavior and mental processes with emphasis on the formation of a scientific attitude and appreciation of the complexity of human personality. This objective is approached by providing a representative array of courses in psychology, including advanced laboratories, independent reading and independent research, selected opportunities for field work, seminars, and special topics. Direct experience with the major methods, instruments, and theoretical frameworks of the discipline is emphasized throughout.

Requirements and Recommendations

Psychology 101 is a prerequisite for all other courses in the department. Requirements for a major include Psychology 101, 205 (or Mathematics 205), 305, 341, two advanced psychology laboratory courses, one from each of the following two groups: (a) 314, 321, 327, 328 and (b) 315, 316, 317, 336, 338; three additional

courses in psychology, and two laboratory courses within the same department in the Division of Natural Sciences. Most psychology laboratory courses have a 200-level course as a prerequisite. Majors must earn a grade of C or better in both Psychology 205 (or Mathematics 205) and 305. (*Psychology 205 or Mathematics 205 may not be repeated for the major. Psychology 305 may be repeated once.*) It is recommended that students complete Psychology 305 by the end of the sophomore year. Students may not take two advanced psychology laboratory courses in the same semester. Majors are strongly encouraged to take Computer Science 104.

An individualized study, as well as experience in the use of the computer and/or training in computer science, are highly recommended for those planning to go on to graduate work. Students should consult with their adviser for specific information on the prerequisites for work at the graduate level in the specialized areas of psychology.

Honors Research Program

This program provides outstanding students with an intensive research experience. Invitations for participation may be extended to students who have a GPA of 3.5 in Psychology 101, 205 (or Mathematics 205), and 305. These courses should be completed by the end of the sophomore year.

Students in this program take two advanced laboratory courses in the junior year (priority will be given at registration), and enroll in Psychology 464 (Honors Research) in their senior year (an honors thesis may be substituted for Psychology 464; see Honors Thesis course description). Results of these honors research projects are presented at the Spring Undergraduate Research Colloquium. Students are also expected to attend departmental colloquia and other departmental events.

Requirements for Departmental Honors

Departmental Honors are awarded to graduating majors who, in the combined judgement of the staff, have demonstrated academic excellence in course work in the major, and who have completed the individualized empirical research project, honors research, or an honors thesis.

Liberal Arts Core Requirements

Psychology 101 and all 200-level courses (except Psychology 205 or Mathematics 205)

may be used to fulfill the Liberal Arts Core requirement in social sciences. Psychology 205 or Mathematics 205, open only to psychology majors, may be used to satisfy the quantitative reasoning requirement.

Neuroscience Minor

Neuroscience is an interdisciplinary study of the relationship between the brain, the mind, and behavior. Students majoring in psychology may want to consider pursuing a minor in neuroscience. In addition to preparing students for graduate study specifically in neuroscience, the minor affords students the proper tools for graduate study in other areas of psychology as well as medical school.

101 General Psychology Introduction to basic scientific logic, facts, theories, and principles of psychology, including the study of human motivation, learning, emotion, perception, thought, intelligence, and personality. Offered each semester.

Staff

205 Introduction to Statistics Introduction to descriptive and inferential statistical methods. Laboratory work involves the use of a computer software package that allows for the application of statistical procedures. Credit may not be granted for this course and Mathematics 107, Mathematics 205, Biology 260, or Economics 241. Offered each semester. Elementary education minors should enroll in Mathematics 205. Required of all majors; open only to declared majors. Three class hours and three laboratory hours.

Ms. Arterberry, Ms. Cain, Mr. McCall, Mr. Sivi

214 Social Psychology Review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, attraction, interpersonal perception, and psychological aspects of social interaction. *Prerequisite:* Psychology 101.

Ms. Riggs, Mr. Pittman, Mr. Stangor

215 Human Cognition Introduction to cognitive psychology. Topics covered include perception, attention, memory, learning, forgetting, language comprehension, reasoning, and problem solving. Theories are presented concerning cognitive processes, and empirical evidence is considered that might challenge or support these theories. *Prerequisite:* Psychology 101.

Ms. Fincher-Kiefer

216 Sensation and Perception Explores phenomena of sensation and perception from the perspective of experimental psychology. Emphasis is on understanding the mechanisms and processes that underlie our experiences of the material world. Research projects explore special topics and areas of current research.

Prerequisite: Psychology 101 or Biology 101 or 111.

Mr. McCall

221 Basic Dynamics of Personality Introduction to major approaches to personality, including psychodynamic, behavioral, humanistic, and trait models. General issues and problems that arise in the study of personality are considered, and the importance of empirical evidence is emphasized. *Prerequisite:* Psychology 101.

Mr. Bornstein

225 Developmental Psychology: Infancy and Childhood Psychological development of the individual, from conception up to adolescence.

Theory, methodology, and research are presented in the areas of perception, learning, cognition, language, social, emotional, and moral development. *Prerequisite:* Psychology 101.

Ms. Arterberry, Ms. Cain, Ms. Goubet

236 Introduction to Brain and Behavior

Introduction to the anatomical, physiological, and biochemical bases of human behavior. Topics include sleep and dreams, development, learning and memory, motivation and emotions, language and other higher functions, and psychopathology. Emphasis is on developing an ability to conceptualize psychological phenomena in biological terms. *Prerequisite:* Psychology 101.

Mr. Sivi

237 Psychopharmacology Examination of how psychoactive compounds affect the brain, behavior, and cognition. The major neurochemical systems of the brain and how psychoactive compounds affect these systems are discussed at length. Topics include both recreational and psychotherapeutic agents. Methods used in psychopharmacology research are emphasized throughout the course.

Prerequisite: Psychology 101.

Mr. Sivi

238 Cognition and Brain An exploration of the rapidly developing sub-discipline of cognitive neuroscience. Emphasis is on exploring cognition using a multidisciplinary approach, drawing from cognitive psychology, biology, neurology, and neuroscience. Some specific areas covered include the neural basis of vision, audition, attention, memory, language, and consciousness. The overall unifying theme is to explore the neural substrates responsible for mediating various cognitive functions, i.e., how the brain enables the mind. *Prerequisite:* Psychology 101 or Biology 101 or 111.

Mr. Wessinger

305 Experimental Methods Introduction to scientific method and experimental design. Emphasis is on the logical development of new ideas, kinds and sources of error in experimentation, methods of control, design and analysis of experiments, and scientific communication. *Prerequisite:* Psychology 205 or Mathematics 205. Three class hours and three laboratory hours.

Mr. D'Agostino, Ms. Fincher-Kiefer, Mr. Pittman, Ms. Riggs

314 Experimental Social Psychology Study of specific content areas in social psychology. Current theories and empirical data are used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes design, execution, and analysis of two original experiments. *Prerequisites:* Psychology 214 and 305. Three class hours and the equivalent of three laboratory hours.

Mr. Pittman, Ms. Riggs

315 Thinking and Cognition In-depth examination of the cognitive processes involved in memory, language comprehension, problem solving, and reasoning. Current research and existing theories are surveyed. Research is conducted in one area of investigation. *Prerequisites:* Psychology 215 and 305. Three class hours and three laboratory hours.

Ms. Fincher-Kiefer

316 Perception Investigation of current topics in perception, with particular emphasis on high-level vision. Examples include object and face recognition, depth perception, visually guided reaching, and locomotion. These and other phenomena are analyzed, asking: What problems do human perceivers solve? How are these problems solved? How do perceptual abilities

develop? *Prerequisites:* Psychology 216 and 305. Three class hours and the equivalent of three laboratory hours.

Ms. Arterberry, Mr. McCall

317 Memory and Social Cognition Introduction to human memory and social cognition. Focus is on the cognitive structures and processes involved in social judgment. Errors and biases in human judgment are also examined. Three class hours and three laboratory hours.

Prerequisites: Psychology 214, 215, and 305; or permission of instructor.

Mr. D'Agostino

321 Assessment of Personality, Psychopathology, and Intelligence Introduction to methodological and conceptual issues involved in the construction and use of personality tests and measures of psychopathology. Survey of literature on test development and validation is followed by in-depth study of selected topics in personality, psychopathology, and intelligence. Each student also designs, conducts, analyzes, and writes up an experiment evaluating some aspect of a personality test or measure.

Prerequisites: Psychology 221 and 305. Three class hours and equivalent of three laboratory hours.

Mr. Bornstein

326 Abnormal Psychology Introduction to psychopathology and abnormal behavior, with particular attention to conceptual, methodological, and ethical issues involved in the study of abnormal psychology. Models of psychopathology and psychodiagnosis are discussed, with an emphasis on the empirical evidence for different models. *Prerequisite:* Psychology 221.

Mr. Bornstein

327 Experimental Cognitive Development

Intensive study of one or more areas of cognitive development. Emphasis is on the unique characteristics of research with children. Laboratory work is conducted in a preschool or day care center. Design, execution, and analysis of a research project is required. *Prerequisites:* Psychology 225 and 305. Three class hours and three laboratory hours.

Ms. Arterberry, Ms. Goubet, Mr. McCall

328 Laboratory in Social Development Intensive study of one or more areas of social and personality development, utilizing observational and experimental methods. Emphasis is on the unique characteristics of research with children. Laboratory work is conducted in a preschool or

day care center and includes the design, execution, and analysis of a research project. *Prerequisites:* Psychology 225 and 305. Three class hours and three laboratory hours.

Ms. Cain

336 Behavioral Neuroscience Advanced discussion of topics included in Psychology 236, as well as an in-depth treatment of brain development and the neurochemical basis of behavior.

Prerequisites: Psychology 236 or 237 and Psychology 305 or permission of the instructor. Three class hours and three laboratory hours.

Mr. Sivi

338 Experimental Cognitive Neuroscience

In-depth examination of the neurobiological substrates involved in perceptual and cognitive processing. Empirical data are used to illustrate conception, design, and analysis of contemporary cognitive neuroscience topics. Emphasis is placed on a multidisciplinary approach to illustrate the importance of converging techniques when exploring cognitive neuroscience topics with particular focus on both behavioral and functional MRI data. Lab work includes the conception, design, execution, analysis, and write-up of experiments. *Prerequisites:* Psychology 238 and 305, or permission of instructor. Three class hours and the equivalent of three laboratory hours.

Mr. Wessinger

341 History of Experimental Psychology Review of the historical development of scientific psychology. Emphases are on early foundations of major conceptual issues and on the role of the reference experiment in setting the course of modern psychological research. *Prerequisite:* Psychology 305.

Ms. Cain, Mr. McCall

400 Seminar Opportunity to work on a selected topic in a small group under the guidance of a faculty member. Not offered every year. Topic for a given semester is announced in advance. Enrollment by permission of instructor. May be repeated.

Staff

450 Individualized Study Tutorial opportunity to do intensive and critical reading and to write a term paper on a topic of special interest. Student is expected to become thoroughly familiar with reference books, microfilms, and scientific journals available for library research in the field of psychology. *Prerequisite:*

Permission of instructor. May be repeated.

Staff

460 Individualized Empirical Research Design and execution of an empirical study involving the collection and analysis of data in relation to some psychological problem under the supervision of a faculty member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the semester or to withdraw from the course. Research culminates in a paper. *Prerequisite:* Permission of instructor. May be repeated.

Staff

464 Honors Research Students in the Honors Research Program take this course in their senior year. Course has two components: (a) a research project, similar to that described under Individualized Empirical Research, in which each student designs and executes an empirical study under the supervision of a staff member; and (b) an honors seminar in which honors students present and discuss their research projects. Students may elect to do their research project in either the fall or spring semester. Seminar meets both semesters, and all students participate in all seminar meetings. One course credit usually is given in the spring semester.

Prerequisites: Participation in the Honors Research Program and completion of two advanced laboratory courses.

Staff

466 Honors Thesis Designed to meet needs of the clearly superior student. During the senior year each participant engages in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student presents and discusses his or her research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses to be applied towards a psychology major.

Prerequisite: By invitation of the department only.

Staff

473 Internship A minimum of 160 hours of on-the-job experience on a mental health, human resource, or research position. Students must be sponsored by a faculty member, and receive approval by the internship coordinator. Available during the fall or spring semesters or during the summer. Course does not count toward minimum requirements in a major or minor; graded S/U. May not be repeated.

RELIGION

Associate Professors C. Myers (Chairperson) and Sommer
Assistant Professors Lokensgard and Steinfelds
Visiting Assistant Professor Stern

Overview

Essential to an understanding of the past and the present is a study of the varied religious experiences and traditions of humankind. The department offers courses in sacred texts, historical traditions, and religious thought and institutions, all of which investigate the complex phenomenon of religion.

Requirements and Recommendations

A major consists of ten courses. Two may be taken outside the department; two must be at the 200-level; one must be a 300- or a second 400-level course. A major must also take at least one of the following: Religion 460, 470, or 474. The department encourages qualified students to consider internships and/or overseas study, including the junior year abroad.

A minor consists of six courses. One of the six may be outside the department, but not in a student's major; at least one must be at the 200-level and at least one must be at the 300- or 400-level.

Any of the following courses, outside the department may be counted toward either a major or minor. Other courses may be possible with the permission of the department.

- Anth 227** Anthropology of Religion
- Classics 230** Classical Mythology
- FYS 150** Death and the Meaning of Life
- Greek 204** New Testament Greek
- Hist 311** Medieval Europe
- Hist 313** Renaissance and Reformation
- IDS 211** Perspectives on Death and Dying
- IDS 229** South Asia: Contemporary Issues in Historical Perspective
- IDS 239** Survey of South Asian Literature
- IDS 267** Theatre and Religion
- Latin 306** St. Augustine
- Phil 105** Contemporary Moral Issues
- Phil 205** Ancient Philosophy
- Phil 237** Philosophy of Religion
- Soc 205** Sociology of Religion

The department's rationale for numbering courses is as follows:

100-level courses tend to be topical and thematic.

200-level courses are surveys that usually take a historical approach. Neither 100- nor 200-level courses have a prerequisite.

300-level courses are more narrowly focused or specialized, often examining in greater detail an issue or area treated more generally in other courses; 300-level courses usually have a prerequisite.

Liberal Arts Core Requirements

All religion courses can be counted toward satisfying the three-course humanities requirement in the Liberal Arts Core. The following religion courses meet the Liberal Arts Core requirement in non-Western culture: 226, 241, 244, 248, 249, 251, 252, 254, 256, 270, 271, 340, 352, 355, and 360.

101 Introduction to Religion Introduction to basic elements entailed in the study of religion such as sacred space, sacred time, ritual, pilgrimage, cosmology, ritual, scripture, and the afterlife. Course explores case studies from various cultural traditions throughout the world.

Staff

105 The Bible and Modern Moral Issues

Investigation of the relevance of the Bible for life in the twenty-first century. Some issues studied from a biblical perspective include sex roles and sexual relations, economic inequities, and legal injustices. Among topics to be covered are marriage and divorce, homosexuality, women's rights, poverty, war, and peace. Three class hours. *No prerequisites*. Open to first-year students and sophomores only.

Mr. C. Myers

117 Topics in Biblical Studies Intensive study of a religious topic, problem, writer, or theme in the field of biblical studies. Offered at the discretion of department.

Staff

127 Topics in History of Religions Intensive study of a religious topic, problem, writer, or theme in the field of the history of religions. Offered at discretion of department.

Staff

137 Topics in Religious Thought Intensive study of a religious topic, problem, writer, or theme in the field of religious thought. Offered at discretion of department.

Staff

204 History, Literature, and Religion of the Hebrew Scriptures Study of the history, literature, and religion of the Hebrews from the time of Abraham to about 500 B.C.E. History and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archeological data.

Mr. Stern

205 History, Literature, and Religion of the New Testament Introduction to writings of the New Testament as they originated in their Greco-Roman milieu. Emphasis is on the distinctive purposes and main content of each writing. Use of source, form, and redaction criticism as tools for the academic study of the New Testament is demonstrated.

Mr. C. Myers

214 Introduction to Judaism Overview of ancient and contemporary Jewish belief and practice through an examination of sacred texts, theology, and history. Special attention is given to Jewish theology, holidays, and life-cycle.

Mr. Stern

226 Native American Religions Introduction to the religious traditions of the Native American peoples. Focus is on various Native American "ways of life" as fundamentally religious. Ethnographic case studies and contemporary issues reveal the religious importance of land, language, and community to otherwise diverse Native American peoples. Special attention is paid to the ongoing struggle these same peoples face for religious freedom in a country where religion is often thought of as a matter of individual belief rather than communal practice.

Mr. Lokensgard

227 Religion and Society Examination of the relationship between society and religion. Theories offered by key thinkers in the study of religion reveal religious phenomena in the contemporary world as inherently social and as having tremendous impact on all social structures.

Mr. Lokensgard

234 Religion in America Survey of various religious groups and phenomena in the United States. Course examines the traditional religions whose adherents played significant roles in founding the United States, while also paying

attention to the religious traditions of the historically enslaved, colonized, and otherwise oppressed. Special attention is paid to alternative religious movements and to those religious groups whose members seek greater visibility, freedom, or influence upon the religious character of the United States today.

Mr. Lokensgard

237 Twentieth-Century Jewish Thought An exploration of how twentieth-century Jewish thinkers critically address many of the religious, spiritual, existential, social, and ethical issues that face contemporary, Western society. Their insights are used to help us understand the world in which we live. Discussion is an important part of this course.

Mr. Stern

238 The Holocaust and Jewish Thought

Exploration of Jewish religious, literary, ethical, and philosophical responses to the Holocaust. Course investigates how the Holocaust threatens traditional understandings of Judaism and monotheism, social ethics, spirituality, and community. The writings of Elie Wiesel, Primo Levi, Emmanuel Levinas, Raul Hilberg, Hannah Arendt, Emil Fackenheim, Deborah Lipstadt, Jean Amery, Gertha Klein, and others are studied.

Mr. Stern

241 Introduction to Hinduism Survey of the Hindu religious tradition from its origins in the Vedas to contemporary Indian political thought and philosophy. Focus is on ideas of sacrifice, liberation, devotion to the deities, and social structure through an examination of core texts from the Hindu tradition.

Ms. Steinfeld

244 Introduction to Buddhism Introduction to the beliefs and practices of the Buddhist tradition, from their origins in ancient India to their modern interpretations in the writings of the Beat generation in twentieth-century America. Course surveys the development of Buddhism in China, Tibet, and Japan, with attention given to both primary texts and historical studies.

Ms. Sommer

248 Religions of China General introduction to major religious traditions of China through

textual, historical, and social studies of Confucianism, Taoism, and Buddhism. Attention is also given to an assessment of their contemporary viability.

Ms. Sommer

249 The Religions of Japan Special emphasis on understanding the religious thinking of the Japanese, ancient and modern, through textual, historical, and cultural study of religious traditions: Shinto and folk beliefs, Buddhism, Confucianism, and Taoism.

Ms. Sommer

251 Looking for the Tao Introduction to the major texts of classical Chinese thought. Course surveys the works, in English translation, of the most important thinkers of the Confucian, Taoist, Legalist, and Mohist schools of the fifth to the third centuries B.C.E and explores their significance for social, educational, and environmental concerns in modern East Asia.

Ms. Sommer

252 Women in Buddhism Historical survey of writings about women, both human and divine, in Buddhism in South and East Asia. Course considers the religious beliefs and practices of women in their positions as nuns, abbesses, laywomen, and social activists. Also explores the attributes of goddesses, demonesses, and other conceptualizations of the divine female in Asian religions.

Ms. Sommer

254 Confucianism Survey of the religious and philosophical traditions of Confucianism in East Asia from ancient to modern times. Course explores such notions as ritual, education, human nature, self-cultivation, and quiet sitting. Attention is also given to women's learning and women's education in ancient and later imperial times.

Ms. Sommer

270 Introduction to Islam Survey of the origins and development of Islamic beliefs and practices from inception to the present. Course examines the growth and development of the cultural, political, legal, theological, and mystical aspects of Islam from the early to the modern periods. Course readings emphasize primary source material.

Ms. Steinfels

271 Sufism: The Mystic Path in Islam Survey of the mystical tradition in Islam known as Sufism,

from its origins in medieval Iraq to its role in contemporary Islamic societies. Course focuses on how the Sufi pursuit of unity with, or annihilation in, God relates to the core monotheistic beliefs of Islam. Sufi theories and practices are studied through primary source materials, and special attention is paid to issues of orthodoxy, heresy, and anti-social behavior in the history of Sufism.

Ms. Steinfels

311 Jesus in the First Three Gospels Examination of the Jesus tradition, as interpreted in the Gospels of Matthew, Mark, and Luke, using techniques of source, form, redaction, and literary criticism. Special attention is given to the distinctive perspective of each Gospel. *Prerequisite:* Religion 205 or permission of instructor. Not offered every year.

Mr. C. Myers

312 The Gospel of John Exploration of the thought and content of the Fourth Gospel. Effort is made to determine the background purposes for writing, and the community addressed by John's Gospel. The question of its relationship to the Synoptic Gospels and the Epistles of John is included. *Prerequisite:* Religion 205 or permission of instructor. Not offered every year.

Mr. C. Myers

314 The Apostle Paul Study of the life, letters, and legacy of the early Christian, Paul, through a careful consideration of primary and selected secondary sources. Particular attention is given to understanding the Pauline literature in its historical context. Ancient and modern interpretations of Paul's life and work are also treated. *Prerequisite:* Religion 205 or permission of instructor. Not offered every year.

Mr. C. Myers

340 Cosmology of the Body Exploration of the religious, symbolic, and magical dimensions of cross-cultural concepts of the human body. Course surveys religious attitudes toward such topics as resurrection, reincarnation, mutilation, cannibalism, fasting, and body decoration. Not offered every year.

Ms. Sommer

343 Mythology and Religion Mythology and religion have always been companions. Course aims at understanding this friendship. Students familiarize themselves with certain mythological

artifacts, as well as current "surrogate myths." Primary focus is an appreciation of the process of "mythmaking," which is approached from several critical viewpoints. Not offered every year.
Staff

352 The Tao of Traditional Chinese Medicine

Introduction to the philosophical and religious aspects of traditional Chinese healing practices. Course surveys such topics as the composition of the human body and its relationship with the larger cosmos, the diagnosis of ailments caused by material and spiritual pathogens, the medical and ritual treatment of conditions, and preventative practices such as meditation and exercise. Emphasis is on pre-modern traditions, but some attention is given to their modern applications. *Prerequisite:* One course in Chinese religions or philosophy (for example, Religions of China, Looking for the Tao, or Confucianism) or permission of the instructor.
Ms. Sommer

355 Muhammad and the Qur'an Examination of the foundations of Islam in the life of the Prophet Muhammad and in the text of the Qur'an. Course examines the content and style of the Qur'an and of the traditional biography of Muhammad. Focus is on the roles of the Qur'an and Muhammad's life as the sources for Islamic law and practice as well as objects of veneration. Special attention is paid to the historical problems raised by the study of early Islam, particularly with regard to the dating of the Qur'an and Muhammad's career.
Ms. Steinfels

360 Religious Diversity and Conflict in South Asia

Examination of the history of religious diversity and conflict in South Asia. Course explores the way in which numerous religious traditions, including the many forms of Hinduism, Islam, Sikhism, and Christianity, have co-existed and flourished on the Indian sub-continent. Particular attention is paid to moments of inter-religious cooperation and dialogue and moments of inter-communal conflict.
Ms. Steinfels

460 Individualized Study for Majors and Minors

Senior Project must be approved by department.
Staff

470 Individualized Study and Internships

Staff

474 Summer Internships

Staff

IDS 211 Perspectives on Death and Dying For course description, see Interdisciplinary Studies.
Mr. C. Myers

SOCIOLOGY AND ANTHROPOLOGY

Professors Emmons, Heisler, and Hinrichs
Associate Professors Betances, Gill (Chairperson), Hendon, and Potuckek
Assistant Professors Amster and Perry
Adjunct Associate Professor Rosenberg
Adjunct Assistant Professor Birch
Adjunct Instructor Mantilla

Overview

Studies in the department investigate social organization, social action, and the role of culture in shaping human behavior. The courses explore a variety of approaches that reflect the diversity of perspectives used by sociologists and anthropologists. Some perspectives start with individuals in interaction with each other and focus on how they develop meaningful social relationships, groups, and institutions. Others focus on how individuals are molded by institutions, groups, and cultural beliefs, while yet others examine the functional or conflictual relationships among classes and subcultures. By emphasizing the systematic and comparative study of social institutions and cultures, the faculty guide students in analyzing social realities, dealing with contemporary issues, and understanding social change. The department is committed to experiential education, field projects, and internships.

The goals of the department's program are to contribute to the liberal arts education at Gettysburg College, to acquaint students with sociological and anthropological perspectives, and to help them meet their academic and career needs. The program prepares majors for graduate studies and careers in fields such as sociology, anthropology, archaeology, urban planning, public policy, social work, health care, museum work, communication, education, criminology, law, market research, human rights work, and environmental activism.

The department has a chapter of Alpha Kappa Delta, the Sociological Honor Society. Majors are eligible for the Harry C. and Catherine

Noffsinger Hartzell Award and the Holly Gabriel Award. Students who successfully complete a senior project and thesis are eligible for honors. Several majors serve as student representatives to department faculty meetings to provide a voice for students.

Requirements and Recommendations

Major requirements: The department offers a major in sociology and a major in anthropology. Students who major in sociology take a minimum of ten full-credit courses. Majors must take Sociology 101, 302, and 306 and earn a grade of C- or better in these courses. They must also take the capstone seminar (Sociology 400), one of the inequality courses (Sociology 202, 209, or 217); one of the seminars in sociological theory (Sociology 310, 311, 312, or 313); and a second 300-level department course in methods (either Sociology 303 or 323). The remaining three courses are electives chosen from among the sociology course offerings (excluding the Sociology 470 courses and normally excluding the Sociology 450 courses), and may include one anthropology course. None of the courses required for the major may be taken S/U.

Students who major in anthropology take a minimum of ten full-credit courses. There are five required courses: Anthropology 103, 106, 300, 323, and 400 (capstone seminar). Five courses are electives chosen from 200-level and 300-level anthropology courses, including at least one 300-level elective (excluding the Anthropology 470 courses and normally excluding the 450 courses). Up to two courses taken while studying abroad may count as electives. Majors must earn a grade of C- or better in Anthropology 103, 106, and 300. None of the courses required for the major may be taken S/U.

Minor requirements: Students with a major in sociology may minor in anthropology, and students with a major in anthropology may minor in sociology. The sociology minor requires six courses: Sociology 101, 302, and 306 and three electives from the sociology course offerings (normally excluding the Sociology 450 and 470 courses). Six courses are required for the anthropology minor: Anthropology 103, 106, and 300 and three electives from the anthropology course offerings (one of which may be an Anthropology 450 course).

Prerequisites

Sociology 101 is a prerequisite for most other sociology courses (except as noted in course descriptions). The Sociology 302 methods course is a prerequisite for other 300-level courses in methods (e.g., Sociology 303 or 323). The Sociology 306 theory course is a prerequisite for other 300-level courses in theory (Sociology 310, 311, 312, or 313). Both Sociology 302 and 306 are prerequisites for Sociology 400.

Most upper-level anthropology courses require either Anthropology 103 or 106 (except as noted in course descriptions).

Individualized Study

In response to varying needs, interests, and expertise of individual students and faculty members, the department provides means for students to pursue independent research and studies through individual tutorials, fieldwork applications or direct experiences, internships, and other opportunities to expand specialized interests. To receive credit for these projects, students confer with a particular faculty member in the department and register for Anthropology 450s or 470s or Sociology 450s or 470s. Students who want to be considered for the department's Honors may register for either Anthropology 460 or Sociology 460 after being approved by the department. These students should consult with a department faculty member in their junior year.

Liberal Arts Core Requirements

All full-credit sociology courses fulfill the College's Liberal Arts Core requirement in social sciences, except 300-level methods courses (Sociology 302, 303, and 323). Sociology 303 satisfies the requirement in quantitative reasoning. All full-credit anthropology courses may be used to fulfill the College's Liberal Arts Core requirement in social sciences, except Anthropology 323. The following anthropology courses fulfill the requirement in non-Western cultures: Anthropology 103, 106, 215, 220, 223, 227, 228, 232, 235, 236, 301 and some Anthropology 250 topics.

ANTHROPOLOGY

103 Introduction to Cultural Anthropology

Comparative study of social practices and cultural systems in various societies, using a series of case studies and topics dealing mainly with non-Western cultures or Western attempts to understand them. Course gives an overview

of the history of cultural anthropology, major questions and theoretical debates, fieldwork and research methods, and the relevance of anthropology to the modern world. *No prerequisites.*

Mr. Amster, Ms. Perry

106 Introduction to Archaeology and Physical

Anthropology Study of how archaeologists and physical anthropologists reconstruct what people's lives were like in the past. Case studies from historical and ancient societies are used to examine how archaeology and physical anthropology contribute to anthropology's goal of understanding and comparing human behavior, religious beliefs, political structure, social organization, and economy. Course introduces the range of materials that archaeologists and physical anthropologists study (including burials, buildings, monumental art, trash, and texts) and important theoretical concepts and methods.

Ms. Hendon

215 Ethnographic Film: Theory and Practice

Survey and overview of the use of film in anthropological analysis and documentation. Course includes viewing and analysis of films, digital video production, and the making of short ethnographic films. Course explores historical and contemporary trends in ethnographic filmmaking as these relate to the concerns of anthropology, including technical limitations and ethical issues encountered by ethnographic filmmakers.

Mr. Amster

220 World Cultures Study of cultural patterns and social practices around the world, viewing them through the distinctive lens of cultural anthropology. Course looks at issues of culture contact, sociocultural change, and globalization of culture.

Mr. Amster, Ms. Perry

223 Indigenous Peoples, the Environment, and the Global Economy Examination of the ways that indigenous peoples are integrated into the global economy and the international environmental movement. Topics may include informal economies, transnational migration, off-shore factory production, eco-tourism, toxic dumping, and the effects of environmental degradation on non-Western societies.

Ms. Perry

227 Anthropology of Religion Study of theories of religion and aspects of religious systems in cross-cultural perspective. Course explores debates in anthropology regarding the definition of religion through ethnographic case studies of religious practices among indigenous peoples. Other central themes include the role of religious leaders and ritual practitioners, myth and ritual, politics and religion, gender and religion, religious movements, and the role of religion in sociocultural change. *Prerequisite:* Anthropology 103 or 106.

Mr. Amster

228 Cross-Cultural Perspectives on Gender and Sex Roles

Examination of the social roles of women and men, the dynamics of sexual identity, and the ideologies of gender in various societies. Course explores broad theoretical issues (such as biological vs. cultural determinants; gender stratification and inequality; the effects of social, cultural, and economic variables), as well as a range of specific societal studies.

Prerequisite: Anthropology 103.

Mr. Amster, Ms. Hendon

232 Precolumbian Civilizations of Mesoamerica

Introduction to the organization and development of Native American civilizations in Mexico and Central America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Olmec, Maya, and Aztecs. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. *Prerequisite:* Anthropology 103, 106, or consent of instructor. Cross-listed as Latin American Studies 232.

Ms. Hendon

235 Early Civilizations in Cross-Cultural Perspective

Study of the origins and development of the earliest urban societies. Compares and contrasts examples from different parts of the world, including China, Mesopotamia, Mesoamerica, Egypt, and South Asia. Using archaeological data, written texts, art, and other sources, the course studies the causes and consequences of the shift to more centralized political systems and more specialized economic organization. Course takes both cross-cultural and historical perspectives. Integral to the course is a discussion of how

civilization and the state have been defined.
Prerequisite: Anthropology 103, 106, or consent of instructor.

Ms. Hendon

236 Precolumbian Civilizations of South America

Introduction to the organization and development of Native American civilizations in South America. Evidence from archaeological and ethnographic research, Native texts and art, and Spanish Colonial writings is used to study religious beliefs, sociopolitical organization, economic relationships, and intellectual achievements of such groups as the Inka, Moche, and Chavin. Period prior to the sixteenth-century Spanish conquest is emphasized, but modern indigenous cultures are also studied. *Prerequisite:* Anthropology 103, 106, or consent of instructor. Cross-listed as Latin American Studies 236.

Ms. Hendon

238 The Anthropology of Contemporary Cultural Issues

Exploration of how anthropologists analyze current issues in international affairs and industrialized societies, including the United States. Case studies illustrate anthropological perspectives on topics such as nationalist movements and international development, immigration and multiculturalism, urban gangs and suburban consumers, changing gender roles and reproduction practices, modern myths and rituals. Course also discusses challenges of conducting fieldwork in diversified societies and ethical dilemmas arising in politically sensitive settings. *Prerequisite:* Sociology 101 or Anthropology 103.

Staff

239 Peoples and Cultures of Africa Study of contemporary African peoples and cultures based on anthropological readings, films, and novels. Course explores how global processes of colonialism, trade, and international development have influenced the lifestyles and social structures of different culture groups throughout the continent. Course examines, from an anthropological perspective, such contemporary topics as family life, gender and patriarchy, religion and the occult, ethnicity, migration, violence and war, child soldiers, youth crisis, environmental degradation, popular culture, informal economies, and emerging diseases.

Ms. Perry

250–270 Topics in Anthropology Exploration of a particular topic, chosen by a faculty member.

274 Practicum in Archaeological Analysis

Practical learning experience in archaeological data analysis and research. Working with staff of the Gettysburg National Military Park, students carry out labwork, including artifact processing and classification, data entry, and research.

Exact mix of activities varies from semester to semester. *Prerequisite:* Consent of instructor and previous course work in archaeology, history, or Civil War era studies. One-half credit course; may be repeated with consent of instructor. Cross-listed as Civil War Era Studies 274.

Ms. Hendon

300 History of Anthropological Theory Analysis of the rise of anthropology and development of its major theoretical models. Course traces the precursors of anthropology, the emergence of the field of "anthropology" and its subdisciplines in the nineteenth century, the elaboration of the culture concept and fieldwork methods in the twentieth century, and recent trends in post-colonial anthropology. *Prerequisites:* Anthropology 103 and 106.

Staff

301 Social Life of Things Cross-cultural exploration of how members of various societies, past and present, invest objects with symbolic meanings as they produce, utilize, and exchange them in everyday life. Drawing primarily on non-Western case studies, the course integrates perspectives from studies of material culture in fields such as economic anthropology, archaeology, and the anthropology of art. These resources illuminate the many ways that things acquire a kind of metaphorical life in association with the lives of people who use them. *Prerequisites:* Anthropology 103 or 106, plus another anthropology course.

Ms. Hendon

323 Field Methods in Social Research Seminar on how sociologists and anthropologists conduct ethnographic fieldwork. Topics include how theory informs research, ethical issues, and developing descriptive fieldnotes. Students carry out original research projects, using field methods such as participant observation and qualitative interviewing, and learn how to gather data, analyze results, and write up ethnographic reports. *Prerequisites:* Anthropology 103 and one additional anthropology course.

Staff

400 Anthropology Seminar Intensive culminating research experience for anthropology majors. Seminar is designed around particular topics or debates, which provide unifying themes for students' research projects. Course guides students as they consolidate their understanding of the anthropological perspective. *Prerequisites:* Anthropology 103, 106, and 300; or consent of instructor.

Mr. Amster

450s, 470s Individualized Study Independent study in fields of special interest outside the scope of regular course offerings. *Prerequisite:* Consent of faculty sponsor.

Staff

460 Research Course Individual investigation of a research topic in anthropology under the guidance of a faculty member. Topic must be approved by department. Project culminates in written and oral presentations of a formal paper to the faculty. Required for departmental honors. Students must submit a proposal a minimum of two weeks before the end of the semester preceding the proposed study.

Prerequisite: Consent of department. Open to juniors and seniors only.

Staff

SOCIOLOGY

101 Introduction to Sociology Study of basic structures and dynamics of human societies, focusing on the development of principles and concepts used in sociological analysis and research. Topics include culture, socialization, social institutions, stratification, and social change. *No prerequisites.*

Staff

202 Wealth, Power, and Prestige Examination of distribution of valued resources and associated social ranking and rating systems. Topics include social classes, social mobility, economic and political power, and informal prestige and fame. *Prerequisite:* Sociology 101.

Mr. Emmons, Ms. Heisler

203 Population Examination of the components of population composition (fertility, mortality, and migration) to understand how they interact to produce particular population structures and population growth rates. Course emphasizes the study of relationships between social and

demographic variables, and the consequences of different population structures and population growth rates for societies as a whole and for various social groups. Special attention is given to the relationship between population dynamics and social change in the United States.

Ms. Birch

204 Sociology of Mass Media and Popular Culture

Analysis of broadcast and print media institutions. Perspectives include the "production of culture," cultural content analysis, socialization effects, and media coverage. Various popular culture genres, both mass and folk, are included, with special emphasis on music and film. *Prerequisite:* Sociology 101.

Mr. Emmons

205 Sociology of Religion An exploration of the nature and organization of religion from a variety of sociological perspectives. Topics include secularization, civil religion, comparative religion (with an emphasis on China), church-sect differences, relationships with other institutions, social inequality, social change, and new religious movements.

Prerequisite: Sociology 101 or Anthropology 103.

Mr. Emmons

206 Sociology of the Family Analysis of the family as a social institution. Course takes a comparative and sociohistorical approach to the study of American families, with a particular focus on the interaction between family and economy. Topics include intrafamily relations, work-family links, and family policy. *Prerequisite:* Sociology 101.

Ms. Potuchek

207 Criminology Introduction to the sociological study of crime. Course begins with a discussion of criminal law and the extent of crime, then continues with a comprehensive examination of police, courts, and corrections. Theories of crime causation, criminal behavior systems, and victimology are also examined. *Prerequisite:* Sociology 101.

Mr. Hinrichs

209 Race and Ethnic Relations Study of the diverse manifestations of race and ethnicity around the world, with particular focus on the American experience. Topics include immigration and assimilation, prejudice and discrimination, and the construction and reconstruction of ethnic and racial boundaries and identities. *Prerequisite:* Sociology 101.

Ms. Heisler

212 Deviance, Diversity, and Difference

Examination of the concept of deviance and exploration of various sociological theories and perspectives for viewing deviant phenomena.

In-depth analysis of alcohol and drug use, variations in sexual behavior, pornography, violence, child abuse, and homelessness.

Prerequisite: Sociology 101.

Mr. Hinrichs

217 Gender Inequality Examination of patterns of gender stratification in American social structures. Course centers on how class, race, and gender influence the experiences of women and men in families and occupations. Topics include images of women in the media, construction of gender, and movements for change. *Prerequisite:* Sociology 101.

Ms. Gill

231 Self and Society Study of the self, socialization, social roles, social relationships, communication, and group behavior. Emphases include group dynamics and differences in perception based on class, race, and gender. *Prerequisite:* Sociology 101.

Ms. Rosenberg

233 Science, Knowledge and the New Age

Exploration of science as a social institution. History and ideology of science as an objective method are examined, drawing from Merton, Kuhn and others. "Antiscience" and "New Science" perspectives include postmodernist, feminist, and New Age views. Parapsychology and other paranormal topics receive special attention as alternative knowledge systems.

Prerequisite: Sociology 101 or Anthropology 103 or consent of instructor.

Mr. Emmons

239 Health, Medicine, and Society Analysis of social factors that influence health and illness and of health care as a social institution. Topics include the cultural construction of health and illness, the sick role, the effects of social inequality on health and illness, health occupations and professions, and the social organization of health care systems in various societies. *Prerequisite:* Sociology 101.

Ms. Potucke

240 Gays, Lesbians, and Society Examination of the development of gay, lesbian, and bisexual life styles and the supporting social movement in societal context. Topics include the history of the gay rights movement in America and the

historical events, cross-culturally, that have shaped gay identity; theories of sexuality; the coming out process; homosexuality cross-culturally; religion and homosexuality; homophobia and intolerance; the structure of the gay community; gays and the military; the impact of AIDS; constitutional and legal issues; current radical movements; and gays as parents.

Prerequisite: Sociology 101.

Mr. Hinrichs

241 Globalization Examination of the changing relationship among nation, culture, politics, and economics in a global context. Using comparative case studies from around the world, this course examines a variety of questions about contemporary social change. *Prerequisite:* Sociology 101.

Staff

242 Transnational Migration in the Americas

Examination of the causes and consequences of mass migration, documented and undocumented, to and from countries outside the Western Hemisphere, and between countries in the Western Hemisphere. Topics include the formation of ethnic communities, assimilation and segmentation, globalization, and transnationalism. (Same as Latin American Studies 242.) *Prerequisite:* Sociology 101 or Latin American Studies 140.

Ms. Heisler

262 Social Development of Latin America Study of the formation of Latin American republics, focusing on the interplay between internal processes and external influences. Students examine Latin Americans' struggle for political and cultural integration to overcome their colonial heritage and to build nation-states. Cross-listed as Latin American Studies 262.

Mr. Betances

267 Society and Politics in Latin America: A Case Study of the Dominican Republic Study of the sociopolitical evolution of the nineteenth- and twentieth-century Dominican Republic. Course examines the tension between dictatorship and democracy, changing socioeconomic patterns of Dominican life, and influence of the U.S. in the development of the modern Dominican state and society. Cross-listed as Latin American Studies 267. *No prerequisites.*

Mr. Betances

302 Research Methods Introduction to the logic of social science research. Goal is to develop student's ability to review and evaluate critically social research findings and to prepare for planning and carrying out research. A variety of qualitative and quantitative designs is examined, including survey, experiment, participant observation, and ethnographic interviews. Issues such as sampling, measurement, causality, and validity are considered. *Prerequisite:* Sociology 101.

Staff

303 Data Analysis and Statistics Study of elementary quantitative data analysis, including logic, application, and interpretation of statistical techniques. Students carry out original quantitative research projects using SPSS. Includes laboratory. *Prerequisite:* C- or better in Sociology 302 or consent of instructor.

Ms. Gill, Ms. Rosenberg

306 Introduction to Sociological Theory

Exploration of the nature of sociological theory and major theoretical orientations (paradigms). Course examines the origins and creation of these paradigms in the nineteenth and early twentieth century—the period of “classical sociology” and their development, elaboration, and application in contemporary sociology.

Ms. Heisler

310 Seminars in Sociological Theory Examination of a topic in sociology from a number of theoretical perspectives. Emphasis is on gaining an in-depth knowledge of the topic, while also learning how theoretical perspectives shape research and analysis. *Prerequisite:* Sociology 306 or consent of instructor for nonmajors.

Staff

311 Theories of Community Study of communities from a sociological perspective, with major emphasis on urban areas. Theoretical perspectives of Weber, Simmel, Spengler, Park, Wirth, Redfield, Duncan, and others are examined and used to understand the historical development of cities, the ecology of cities, the development of suburbs, urbanism as a way of life, city planning, metropolitan dynamics, and contemporary urban problems. *Prerequisite:* Sociology 306 or consent of instructor for nonmajors.

Mr. Hinrichs

312 Theories of Social Change Applications of theories of social change to contemporary trends and changing norms, values, and expectations. Emphasis is on a critical examination of recent changes in the economy and political structure of U.S. society and on the assessment of the efforts by social movements to direct social change. *Prerequisite:* Sociology 306 or consent of instructor for nonmajors.

Ms. Gill

313 Theories of Politics and Society Analysis of the role of power in social and political institutions. Course examines the bases, distribution, and exercise of power in organizations, communities, and nations, as well as organized attempts to change existing power relationships. Theoretical perspectives include Marxism, Weberian theory, elitism and pluralism, resource mobilization, and new social movements theory. *Prerequisite:* Sociology 306 or consent of instructor for nonmajors.

Ms. Heisler

323 Field Methods in Social Research Seminar on how sociologists and anthropologists conduct ethnographic fieldwork. Topics include how theory informs research, ethical issues, and developing descriptive fieldnotes. Students carry out original research projects, using field methods such as participant observation and qualitative interviewing, and learn how to gather data, analyze results, and write up ethnographic reports. *Prerequisite:* C- or better in Sociology 302.

Ms. Gill, Ms. Perry

331 Reinventing Latin American Societies Study of the changing role of the state in twentieth-century Latin America. Course explores why Latin American states shifted from promoting national development to preparing the region for globalization. Issues of social movements, political control, citizenship, and neoliberalism are examined in the context of widespread economic, social, and political structuring of Latin American societies. *Prerequisite:* Latin American Studies 140 or any other course with a focus on Latin America. Cross-listed as Latin American Studies 331.

Mr. Betances

400 Sociology Seminar Intensive culminating experience for sociology majors. Under the direction of a faculty member, students work to integrate their major and their understanding

of the sociological perspective. *Prerequisites:* Sociology 302 and 306. *Strongly recommended:* The second 300-level course in theory and methods. *Staff*

450s, 470s Individualized Study Independent study in fields of special interest, including internships, outside the scope of regular course offerings. Consent of faculty sponsor. *Staff*

460 Research Course Individual investigation of a research topic in sociology in the student's special area of interest under the guidance of a faculty member. Topic must be approved by department. Project culminates in written and oral presentations of a formal paper to the departmental faculty. Required for departmental honors. Students must submit a proposal to the department a minimum of two weeks before the end of the semester preceding the proposed study. *Prerequisite:* Consent of department. Open to juniors and seniors only. *Staff*

SPANISH

Professors Thompson and Burgess
Associate Professors Cushing-Daniels, Olinger, Rolón,
Viñuela (Chairperson), and Yager
Assistant Professors Valiela
Instructors Alvarez, Aragón, Baeza, and Sommers
Lecturer Flores-Ocampo, Marin, and Moore
Adjunct Lecturer Elorriaga
Teaching Assistant Ortega

Overview

The ability to speak and understand a language other than one's own, and to have insight into the artistic and cultural heritage of other peoples of the world, is considered an integral part of a liberal arts education. The department, through a strong core of basic courses, gives students facility in the use of spoken and written Spanish and some knowledge of its literature and cultural history. The oral-aural method of modern language teaching is stressed in the classroom.

Advanced-level courses in literature and civilization are designed to give students an understanding and appreciation of the literature and cultures of the Hispanic peoples. Students are encouraged to study in a Spanish-speaking country, and opportunities are offered through study abroad programs with approved colleges

and through cooperative agreements with the International University Studies in Seville, Spain; the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico; the Universal Language Institute in Cuernavaca, Mexico; and in Argentina (Buenos Aires or Mendoza). As a part of their study abroad experience, students participate in several orientation meetings at the College before leaving. Upon students' return, the Spanish Department provides a series of reintegration meetings. These pre- and post-travel sessions enhance students' experience.

Courses in the department provide sound preparation for graduate study, teaching, or careers in government, business, or social work. The department works cooperatively with the education department in the preparation of Spanish teachers. Since the largest minority group in the United States is Spanish speaking, the department feels that a knowledge of Spanish and an understanding of the Hispanic cultures is of increasing importance.

Requirements and Recommendations

Requirements for a major in Spanish include eleven courses above the 300-level, at least five of which must be taken at Gettysburg College. Course requirements are Spanish 301 (except for students who demonstrate an exceptional command of the Spanish language and petition the department to be exempted from this requirement); Spanish 302, 303, or 309; Spanish 345 and three other courses at the 340-level; two courses at or above the 350-level; Spanish 400.

Other courses for the major are elective and may include one of the following classes, which are taught in English: Anthropology 232, Anthropology 237, Anthropology 250, First-Year Seminar 129, Political Science 275, Economics 214, any Latin American studies class.

Spanish majors must spend one semester studying abroad in a program approved by the department. (Students with extensive previous experience living or studying abroad may petition the department to be exempted from this requirement.) Students in the teaching certification program must complete Spanish 330 and 331. Requirements for a minor in Spanish include six courses above the 202-level, and must include Spanish 301 (except for students who demonstrate an exceptional

command of the Spanish language and petition the department to be exempted from this requirement). Students may include Spanish 202 for the minor if they have begun language study at the elementary or intermediate-level at Gettysburg College. No courses taken S/U may be included. Minors who have completed a semester of study abroad and five courses at the 300 level and Spanish majors may elect to be interviewed by an ACTFL-certified evaluator and receive a letter attesting to their oral command of Spanish.

The Spanish Department also offers a combined major with Latin American studies. Course requirements for the Spanish component of the major are Spanish 301, 343, and 344; three courses from the following: Spanish 303, 309, 351, 353, 354, 355, 376, or 379; and one capstone course which can be from Latin American studies or Spanish. Students must spend one semester studying abroad in a program approved by the department. Students must have two advisors—one from Latin American studies and one from the Spanish Department.

Liberal Arts Core Requirements

Prior to their first registration at the College, all students receive preregistration materials that give detailed instructions on language placement and fulfillment of the Liberal Arts Core requirement in foreign language.

Achievement equivalent to 202 may be demonstrated by an advanced placement examination or a departmental placement examination given during the summer prior to students' first year at the College.

The Liberal Arts Core requirement in foreign language may be satisfied by successful completion of Spanish 202 or 204. (Students may not repeat a course in the sequence from 101 or 103 through 202 or 204 after they have passed a subsequent, higher numbered course.) All Spanish literature and civilization courses satisfy the Liberal Arts Core requirement in the humanities; Spanish 303 and 331 satisfy the requirement in the social sciences.

Intermediate Program Abroad

Students may complete the distribution requirement in foreign languages (third and/or fourth semesters) by studying for a semester in Seville, Spain, or in Cuernavaca, Mexico (in

alternate years: fall 2004 in Spain, fall 2003 in Mexico). Students must have a C average overall and in the major. The intermediate program includes a two-credit course in Spanish language at the appropriate level and a two-credit course that integrates the study of Spanish or Mexican literature and civilization. A professor from the department leads students on an initial orientation tour of Spain or Mexico and teaches the literature/civilization class. Students live with families.

203–204 Courses in Spanish Language for Intermediate-Level Students in Seville, Spain, or Cuernavaca, Mexico Practice in oral and written expression, grammar review, readings, and discussions of Hispanic culture, with an emphasis on present-day language usage and contemporary Hispanic society. Offered every fall, alternating between Spain (2004) and Mexico (2003). For intermediate students studying in Cuernavaca, Mexico, or in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 253–254. One credit each.

Staff

253–254 Courses in Spanish Civilization and Literature for Intermediate-Level Students in Seville, Spain or Cuernavaca, Mexico Integrated approach to the study of Hispanic literature and civilization. Courses provide an overview of the evolution of Hispanic culture and examine the origins of the most representative values of Hispanic culture in art, literature, and contemporary life. Students visit museums and historical sites and attend artistic events. Offered every fall, alternating between Spain (2004) and Mexico (2003). For intermediate students studying in Cuernavaca, Mexico, or in Seville, Spain. *Prerequisite:* Spanish 104 or equivalent; concurrent enrollment in Spanish 203–204. One credit each.

Staff

Study Abroad

Advanced students who have completed Spanish 301 may study at the International University Studies in Seville, Spain; at the Foreign Student Study Center at the University of Guadalajara in Guadalajara, Mexico; or in the COPA programs in Argentina (Buenos Aires or Mendoza), all of which offer a wide variety of courses in Spanish, including literature, history, sociology, political science, management, and more. Students must have a C average overall and in the major. *See*

Study Abroad, Gettysburg in Spain (Advanced Program); and Gettysburg in Guadalajara, Mexico.

101–102 Elementary Spanish Elements of understanding, speaking, reading, and writing Spanish. Enrollment limited to those who have never previously studied Spanish. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

103–104 Fundamental Spanish Fundamentals of understanding, speaking, reading, and writing Spanish. Use of language laboratory is required. Enrollment is limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Placement Examination. Students cannot receive credit for both 101 and 103; 102 and 104.

Staff

201–202 Intermediate Spanish Practice in oral and written expression, grammar review, readings, and discussions of writing in Spanish. *Prerequisite:* Spanish 102 or 104 or consent of department.

Staff

245 Spanish Conversation Conversation course beyond the intermediate level, with emphasis on everyday, applied usage of the language for nonliterary purposes. *Prerequisite:* Grade of C or better in Spanish 202, or consent of the department. Enrollment limited to twelve students. Counts toward the minor, but not the major. Offered annually. Students whose native language is Spanish may not elect this course.

Staff

301 Spanish Composition and Conversation Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level. *Prerequisite:* Grade of C or better in Spanish 202, or consent of department. Grade of C or better is required to advance to higher levels of Spanish (except 305).

Staff

302 Cultural Images I: Arts and Humanities Advanced composition and conversation course focusing on cultural topics in the Hispanic world related to arts and the humanities. Uses readings, videos, music, and

speakers. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

303 Cultural Images II: Social Sciences Advanced composition and conversation course focusing on cultural topics in the Hispanic world related to the social sciences. Uses readings, videos, music, and speakers. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

305 Service Learning Project in the Hispanic Community Students work with a Hispanic family for 22 hours throughout the semester to help the family learn English, satisfy its needs, and generally acculturate to American society. Students meet with the instructor once a week. Students learn basic English-as-a-second-language teaching techniques, read about the immigrant and migrant experience, and experience the Hispanic cultures and language first-hand. One-half unit of credit. May be repeated once. Graded S/U. Does not count toward the major or minor.

Staff

309 Current Events in the Hispanic World Advanced composition and conversation course based on current events in the Hispanic world, using articles from Hispanic periodicals and Spanish language news programs. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

330 Spanish Phonology Introduction to Spanish phonetic and phonemic theory and analysis, applied to improve pronunciation skills. Study of variation in pronunciation in Spain and Latin America. Three lecture hours and one laboratory. *Prerequisite:* Spanish 302, 303, or 309 or approval of department. Alternate years. Offered 2002–03.

Staff

331 Introduction to Spanish Linguistics Introduction to linguistic theories, methods, and problems as applied to Spanish. Attention is also given to typical areas of investigation, such as Spanish dialectology, sociolinguistics, and bilingualism. *Prerequisite:* Spanish 302, 303, or 309 or approval of department. Offered alternate years.

Staff

341 Survey of Spanish Literature I Introduction to representative Spanish texts from the Middle Ages through the seventeenth century and to the cultural and historical contexts in which these works were written. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

342 Survey of Spanish Literature II Introduction to representative Spanish texts from the Enlightenment to the post-Civil War period and to the cultural and historical contexts in which these works were written. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

343 Survey of Latin American Literature I

Introduction to representative Spanish-American texts from the fifteenth through the nineteenth century and to the cultural and historical contexts in which these works were written. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

344 Survey of Latin American Literature II

Introduction to representative Spanish-American texts from the twentieth century and to the cultural and historical contexts in which these works were written. *Prerequisite:* Grade C or better in Spanish 301, or consent of department. Offered annually.

Staff

345 Introduction to Literary Analysis Introduction to basic critical approaches to the reading of prose fiction, poetry, and drama.

Through the careful study of works in each genre, students acquire a knowledge of analytical skills and critical terminology in Spanish. Offered annually.

Prerequisite: Grade of C or better in Spanish 341, 342, 343, or 344, or consent of department.

Staff

351 Lyric Poetry Study of Spanish lyric poetry through the ages. Course concentrates on the interrelationship of form, content, and idea, noting major influences on the poetry of each period. Appreciation is considered a major goal, and much poetry is read orally and discussed.

Prerequisite: Spanish 345 or consent of department. Offered alternate years.

Staff

353 Introduction to Hispanic Cinema Study of Hispanic cinema from its inception, with emphasis on films made since the advent of revisionary cinema around 1960. Course examines the development and renovation of cinematography, the relationship between cinema and other forms of artistic expression, and the historic development of Hispanic cinema. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

Staff

354 Nineteenth-Century Literature in Spain and Latin America

Study of nineteenth-century literature in Spain and Latin America, according to the cultural movements and transformations of this century. Readings include narratives, essays and poetry. Facilitates strategies for the interpretation of literature grounded on gender conflicts, creation of political contexts, and social change. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

Staff

355 Hispanic Theater Study of the drama of Spain and Spanish America through the ages. Focus varies from semester to semester, based on such aspects as literary period, common theme, historical development, and dramatic theory.

Prerequisite: Spanish 345 or consent of department. Offered alternate years.

Staff

363 Literature of the Golden Age Representative texts selected from different genres of sixteenth- and seventeenth-century Spanish literature.

Readings and discussions focus on topics such as honor, gender relations, social class, religion, and notions of nationality and empire. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

Staff

367 Generation of '98 and Pre-Civil War

Literature Studies in the essay, poetry, prose fiction, and drama of the major writers of the late-nineteenth and early-twentieth centuries in Spain. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

Staff

368 Post-Civil War Literature of Spain

Study of major literary trends and works in Spain, beginning with the resurgence of Spanish literature in the 1940s and continuing to the present day. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

Staff

369 Cervantes Study of the masterpiece, *Don Quijote de la Mancha*, as well as some *Novelas ejemplares* and *entremeses* or one-act plays.

Prerequisite: Spanish 345 or consent of department. Offered alternate years.

Staff

376 Latin American Contemporary Prose

Emphasis on the novel of the "boom" in Latin America. Major writers such as Gabriel Garcia-Marquez, Carlos Fuentes, Julio Cortazar, Elena Poniatowska, Juan Rulfo, and Jorge Luis Borges are read. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

Staff

379 "Colonialism" and Latin America Study of the textual productions resulting from the initial centuries of conquest and colonization of Latin America. Readings and discussions include the study of European preconceptions and the impact they had on representation of Latin American "origins" in literature. Goals include the analysis of the varied discursive responses to the process of colonization and how they pervade our current understanding of Latin America. *Prerequisite:* Spanish 345 or consent of department. Offered alternate years.

Staff

400 Senior Seminar Directed and specialized studies in Spanish and Latin American literatures from the medieval period to the present. Course is taken by seniors during the final semester in order to complete their undergraduate work in Hispanic literatures. *Prerequisite:* Limited to seniors, except with permission of department. Offered every spring.

Staff

PORTUGUESE

101–102 Elementary Portuguese Elements of understanding, speaking, reading, and writing Portuguese. Course includes oral and written work, graded elementary reading, and use of audio-visual cultural materials and correlative drill in the language laboratory.

Staff

201–202 Intermediate Portuguese Practice in oral and written expression, grammar review, readings, and discussions of Portuguese writing. *Prerequisite:* Portuguese 102 or equivalent.

Staff

THEATRE ARTS

Professor and Artist-in-Residence Emeritus Schmidt
Associate Professor Hanson (Chairperson)
Assistant Professors Muschamp and Russell
Adjunct Assistant Professors Kellinger and Atwood
Adjunct Instructor Land

Overview

Courses in the theatre arts department are designed to train students to conceive of the theatrical event as a unit, joining its literary and historical values with means of expression in production and demonstrating the relationship of acting, directing, and design with the efforts of both past and present playwrights. This is accomplished through the students' work in the theatre program's productions, which include mainstage offerings in Kline Theatre, as well as studio presentations in Stevens Theatre and otherstage works-in-progress. The study of theatre arts prepares students for careers in the theatre, arts administration, teaching, and business.

A well-balanced program for a major in theatre arts should include: (1) knowledge of the history of the theatre from earliest cultures to the present; (2) training in and application of the various performance areas of theatre; (3) knowledge of the characteristics and development of the literary genre known as drama; and (4) the development of a play from the initial script to actual performance.

The theatre program also offers a minor in the field.

Major Requirements and Recommendations

Requirements for a major in theatre arts consist of eleven courses. Students must elect the specified number of courses from each of the following core categories:

I. History and Drama (6 courses):

- A. Three theatre courses: Theatre Arts 105, 203, and 214
- B. Two from the following: Theatre Arts 204, 328, or 329
- B. One from the following: English 226, 365, or 366

II. Studio (3 courses): One course from each of the following groups:

- A. (Design) 115, 116, 215, 255, 311, 355, or 381
- B. (Acting and Dance) 120, 163, 220, 222, 307, 320, or 377
- C. (Directing) 212, 282, or 382

Upper-level theatre arts studio courses may be designated as appropriate based on a student's prior experience.

- ### III. Major Electives (2 courses): Two additional theatre arts courses from the curriculum, including IDS 267, IDS 268, or FYS theatre-related courses (e.g., FYS 185 or FYS 190). One may be from the following: Classics 264, Classics 266, English 303, French 332, French 342, German 335; IDS 241, Spanish 353, or Spanish 355.

Minor Requirements and Recommendations

Requirements for a minor in theatre arts consist of six courses. Students must take the following core courses:

I. History and Drama (3 courses):

- A. Three from the following courses: Theatre Arts 105, 203 or 204, and 214

II. Performance Studio (2 courses):

- A. One from the following: Theatre Arts 120, 163, 212, 307, or 377
- B. One from the following: Theatre Arts 115, 116, 215, 311, or 381

III. Minor Electives (1 course):

- One additional theatre arts course chosen by the student, including IDS 267 or 268 or an FYS theatre-related course (e.g., FYS 185 or FYS 190). Note that the minor may include no more than two 100-level courses.

Liberal Arts Core Requirements

All courses in Theatre Arts, except 214, 328, and 329, fulfill the Liberal Arts Core requirement in the arts. Theatre Arts 214, 328, and 329 fulfill the Liberal Arts Core requirement in the humanities.

105 Introduction to Theatre Arts Overview of theatre, including historical background, literary works, technical aspects, and performance techniques. The theatre of today is studied in

relation to its predecessors and in terms of its modern forms in cinema and television. Students read texts and analyze methods used in bringing those works into production. Field trips offer opportunities to critique performances. Open to first- and second-year students only.

Mr. Hanson, Mr. Muschamp, Ms. Russell

115 Theatre Production Course provides an extensive investigation of historical and contemporary trends and practices essential for theatre production. Students gain an understanding of theatre procedures and acquire a grasp of equipment necessary for the execution of scenery, properties, sound, and stage lighting. Course is a combination of lecture and laboratory work and requires backstage participation in college productions.

Mr. Hanson

116 Introduction to Costume Design Course examines how fashion history was dictated by necessity, as well as by changes in government and religion. Students keep a sketchbook, in which they study the silhouette of each era from the Egyptian to Modern time periods. From this historical perspective, they can then begin to see how a costume is translated to the stage. Students choose a play, examine the character and his motives, and then arrive at a design concept.

Staff

120 Fundamentals of Acting Study of the theory and technique of the art of acting; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis is placed on the discipline and control of the body and the voice to best serve the actor. Improvisation is employed. In addition, students are expected to perform in scenes for class analysis.

Mr. Muschamp, Ms. Russell

163 Introduction to Dance Overview of the history and development of modern dance, with emphasis on the such pioneers as Duncan, Denis-Shawn, Humphrey, Weidman, Hawkins, and Cunningham. Course develops an appreciation of dance as an art form. Emphasis is placed on the discipline and control of the body to best serve the dancer.

Ms. Kellinger

203, 204 History of the Theatre Survey of the theatre from the Greeks to the present. Emphasis is placed on the relevance of theatre design, production techniques, and acting styles to the plays of their periods. First semester covers Greek, Roman, Medieval, Elizabethan, Asian, and Italian Renaissance; second semester is devoted to French Neoclassical, the Restoration, and the eighteenth, nineteenth, and twentieth centuries.

Ms. Russell

212 Fundamentals of Directing Study of the theory and technique of the art of the director. Course explores how a play is selected, play analysis, tryouts and casting, and the purpose and technique of blocking, movement, and stage business. Particular attention is given to the preparation of the director's production promptbook and other written analysis. Students are required to direct scenes in class and a short play as part of the Laboratory Theatre Series.

Mr. Muschamp

214 Survey of Dramatic Literature Overview of dramatic literature from the Greeks to the present. Play structure is analyzed, and comparisons made between methods of executing plot, development of character, and theme. Includes plays from the Greek and Roman periods, medieval, Elizabethan, and seventeenth through twentieth centuries. Emphasis is placed on written analysis.

Ms. Russell

215 Fundamentals of Stage Design Basic theories and technique of design for the stage. The theory behind the design, and the interrelationship of scene design, lighting, costumes, and properties. How stage design interprets themes and moods of a play is studied, as well as identification of period and place. Course follows a lecture-discussion format and involves extensive studio work. Students analyze, create, and execute basic designs for the Laboratory Theatre Series, in association with students in Theatre Arts 212.

Mr. Hanson

220 Advanced Acting Further study in the theory and techniques of the art of the actor, the analysis and interpretation of acting roles, and the building of characterization. Roles,

both comic and tragic, from Contemporary Restoration, Elizabethan, Commedia dell'Arte, and Greek theatre are analyzed and performed. *Prerequisite:* Theatre Arts 120 and/or permission of the instructor.

Mr. Muschamp

222 Readers' Theatre, The Oral Interpretation of Literature Analytical and structural study of recognized prose, poetry, and dramatic selections that will facilitate individual rehearsal and performance of the literature. Readings incorporate the Readers Theatre format, with emphasis placed on developing an appreciation for the literary work as a complete aesthetic unit. Students are challenged to recognize their potential for speaking and reading before an audience. Class employs an ensemble approach and presents several public performances during the semester.

Mr. Hanson

250 Cinematic Arts: History and Methods Viewing and discussion of historically and culturally relevant films from around the world during the period of 1896 (film's inception) to World War II. In lab, students apply filmic techniques of lighting, camera placement, and setting to construct mise-en-scene.

Staff

251 Cinematic Arts: History and Methods Viewing and discussion of historically and culturally relevant films from around the world during the period of post-World War II to the present. In lab, students apply filmic techniques of lighting, camera placement, and setting to construct mise-en-scene.

Staff

252 Studies in Film Aesthetics Study of historically significant films, film theory, and criticism intended to develop an appreciation for film as an art form. Students keep a journal of critical responses to films, write short critical papers, and become familiar with writing about films.

Mr. Muschamp

255 Advanced Stage Design Examination of historical and contemporary theories of scene, lighting, and costume design. Students consider design as the visual manifestation of a playwright's concepts. In addition to designing both a play for proscenium, arena, thrust, and profile stages and a period play for a period other than its own, students complete advanced designs in scene, lighting, and costumes, and

create designs for the Laboratory Theatre Series in association with students in Theatre Arts 282.

Prerequisite: Theatre Arts 215.

Mr. Hanson

IDS 267 Theatre and Religion Investigation of the theatre's role in various Western and non-Western religions. (For full description, see IDS 267.)

Prerequisite: Permission of instructor.

Mr. Hanson

IDS 268 The Arts, Environment, and Religions of Indonesia (See listing under Interdisciplinary Studies. Students live with families in Bali.

Offered annually, mid-May to mid-June.)

Mr. Hanson

282 Advanced Directing Further studies in the theory and technique in the art of the director. Students engage in directional analyses of plays representing different periods. Particular attention will be given to contemporary methods of presentation, with special emphasis on arena and thrust staging. In addition to directing scenes in class, students direct two scenes and a one-act play for public presentation, the latter as part of the Laboratory Theatre Series.

Prerequisites: Theatre Arts 212 and/or permission of instructor.

Mr. Muschamp

307 Theatre Arts Practicum: Acting During a seven-week program, students rehearse and perform in two mainstage productions for children and families as part of the Gettysburg Theatre Festival (founded 1963). Students work alongside professional actors, administrators, and designers of the Festival and under professional direction. Commedia dell'Arte and other improvisational techniques are employed in the creation of each presentation. A study of the works represented on the mainstage, as well as discussion sessions and workshops with professional actors and directors are included in class work.

Staff

311 Theatre Arts Practicum: Technical During a seven-week period, students participate in the varied technical aspects of mounting two mainstage productions for children and families as part of the Gettysburg Theatre Festival (founded 1963). Hands-on experience is gained from the construction, painting and placement of sets, hanging and running of stage lights, and the construction and gathering of properties

and costumes. A study of the technical and design aspects along with the cultural and aesthetic heritage of the works produced is integral to the course.

Staff

320 Problems in Acting Course for students who have demonstrated the skill and talent to undertake further studies in acting. Culminates in an independent study project. *Prerequisite:* Theatre Arts 120 and 220 and/or permission of instructor.

Staff

328, 329 Twentieth-Century Drama Study of major dramatists from Ibsen to the present and of dramatic movements such as realism, naturalism, expressionism, as well as Theatre of the Absurd. First semester includes Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Odets, O'Neill, and others; second semester begins after World War II, and includes Williams, Miller, Hellman, Hansberry, Pinter, Beckett, Ionesco, Genet, and others.

Ms. Russell

355 Problems in Stage Design Course for students who have demonstrated the skill and talent to undertake further studies in design. Culminates in an independent study project.

Prerequisites: Theatre Arts 215 and 255.

Mr. Hanson

377 Theatre Arts Practicum: Acting (Advanced)

For students who have demonstrated that their skills in performing before the public (both young and old) might be further developed. Students continue work begun in Theatre Arts 307; they are expected to produce mature and advanced work and undertake a broader range of roles and more complex ones. *Prerequisite:* Theatre Arts 307.

Staff

381 Theatre Arts Practicum: Technical (Advanced)

For students who have demonstrated that their skills in the technical aspects of theatre might be further developed. Students continue work begun in Theatre Arts 311 and are expected to undertake more advanced assignments in set construction, stage lighting, costumes, and properties. *Prerequisite:* Theatre Arts 311.

Staff

382 Problems in Directing Course for students who have demonstrated the skill and talent to undertake further studies in directing. Culminate in an independent study project. *Prerequisites:* Theatre Arts 212 and 282. *Staff*

Individualized Study Production of a major work, tutorial, or internship under supervision of a faculty member. Student must submit a written proposal to the department well in advance of registration. *Prerequisites:* Approval of department and directing faculty member.

SPEECH

101 Public Address Study of the basic principles of public address. Emphasis is placed on developing both a theoretical and practical understanding of oral communication through lecture and reading assignments, as well as through practice in preparing, organizing, delivering, and criticizing speeches in class. *Mr. Muschamp*

201 Advanced Public Address Analysis of public address as an art form and as an important civilizing force in Western society. Students have the opportunity to apply concepts and strategies they have learned in Speech 101. *Prerequisite:* Speech 101. *Staff*

VISUAL ARTS

Professor Paulson
Associate Professor Agard
Assistant Professors Small, Sun, and Warwick (Chairperson)
Adjunct Assistant Professors Domill and Shaw
Adjunct Instructors Blair and Winship
Slide Librarian Magura
Gallery Director Hutton

Overview

The visual arts department has the following major objectives: (1) to educate visual sensibilities, beyond routine responses, toward an awareness of our visual environment, as well as to the cognition of works of art as the living past; (2) to study the historical cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (3) to teach the history of art and the practice of art as separate but interrelated

disciplines; (4) to provide the interested major with a curriculum which gives a foundation for graduate or professional study that can lead to a career in high school or college teaching, to work as a graphic or industrial designer, or to a profession as a painter, sculptor, print maker, or photographer.

The department offers a flexible program of study in interrelated studio and art history courses, with potential majors in two areas, art history and studio art. The department encourages students from disciplines other than art to select from both types of courses.

Requirements and Recommendations

Students interested in a major or minor in art history or studio art should contact the visual arts department for a current check sheet. To complete a **major in Art History** students are required to complete the following courses:

1) VAH 111, 112, 120, and 400, plus a minimum of five additional courses in art history. These courses must include at least one course in either the ancient or medieval fields, one in either the Renaissance or Baroque fields, one in either the nineteenth century or modern fields, and one in a non-Western field. Courses are selected in consultation with the adviser in order to meet projected needs and to construct a coherent program.

2) Two basic studio courses to foster an understanding of visual structure and studio processes.

Students intending to major in Art History should take Art 111, 112, and 120 in the first year of college.

To complete a **major in Studio Art** students are required to take the following courses:

1) VAS 141, 145, and 146.

2) At least one course each in painting, print making, and sculpture.

3) Additional courses in at least two of the three disciplines listed in #2, photography, or ceramics.

4) Three courses in art theory and history: VAH 120, 318, and an art history elective.

5) Participation in the senior studio seminar and senior exhibition in the spring semester of the senior year.

Students intending to **major in Studio Art** are advised to take VAS 141, 145, 146 and VAH 120 in their first three semesters of college. VAH 318 is to be completed before taking the Senior Studio Seminar.

To complete a **minor in Art History** students are required to take the following courses.

- 1) VAH 120.
- 2) Three art history and/or theory of art courses.
- 3) One 100-level studio course.
- 4) One 200-level studio course.

To complete a **minor in Studio Art** students are required to take the following courses.

- 1) Four studio courses.
- 2) VAH 120 and one art history elective.

Students minoring in either Art History or Studio Art should note that no more than two 100-level courses are acceptable to fulfill the College's requirements for a minor.

Liberal Arts Core Requirements

Any course in the areas of history, theory, or studio art may be counted toward the Liberal Arts Core requirement in the arts. VAH 131 and 234 fulfill the Liberal Arts Core requirement in non-Western culture.

Special Facilities

A collection of approximately 45,000 color slides supports the teaching of art history and studio classes. The department also has video equipment and a growing library of tapes to support other teaching activities. We are also equipped with computers and appropriate software for computer-assisted design, as well as CD-ROM capacity, with a library of disks for student use. Regular trips to the museums of Washington, D.C., Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

The department has presses for relief, surface, and intaglio print making. For sculpture, it has both gas and electric welding equipment; air power tools for working in wood, stone, and

plastic; kilns for ceramic arts; and a small foundry for bronze casting.

The 1,660-sq.-foot Schmucker Hall Art Gallery presents as many as nine different exhibitions each year. Included in the gallery calendar are works by professional artists, a faculty show, a student show, the senior art major show, and traveling exhibits, as well as selections from public and private collections.

HISTORY AND THEORY OF ART

111, 112 Ideas and Events Behind the Arts

Introductory study of the visual arts from prehistoric times to the nineteenth century. Course examines reasons for changes in the content, form, and function of two-dimensional and three-dimensional art. Exercises in visual analysis of individual works develop critical methods. Fulfills distribution requirement in the arts. *Prerequisite:* First-year or sophomore status or permission of instructor.

Ms. Small

115 World Art Survey A general survey of world art from the Neolithic period to modern times. Course primarily covers painting, sculpture, and architecture from European and Asian cultural traditions. Within each period the arts are not only analyzed visually and stylistically, but also examined in their cultural, social, and political contexts. Course cannot be used toward the art history major.

Ms. Sun

120 Theory of the Visual Arts Course gives a basic approach to visual experience by examining factors that relate to the making of art, functions of art, and viewer relationships with art, including methods of analysis. In addition to class lectures and discussions, hands-on sessions assist students in understanding the processes of making visual imagery. Fulfills distribution requirement in the arts. *Prerequisite:* First-year or sophomore status or permission of instructor.

Ms. Small

131 Introduction to Asian Art A survey of the arts of Asia from the Neolithic period to modern times. Topics discussed include ancient civilization, Asian religion and art, and traditional China and Japan. Course primarily covers painting, sculpture, and architecture from several regions: India, China, Japan, and Southeast Asia. Course approaches the works of art as important in their own contexts and for what they reveal about their parent cultures.

Ms. Sun

201 Arts of Ancient Greece and Rome

Introduction to the painting, sculpture, and architecture of the classical world, focusing on cultural and intellectual differences between the people of these two civilizations as reflected in the arts of both. Fulfills distribution requirement in the arts. *Prerequisite:* First-year or sophomore status or permission of instructor.

Staff

202 Medieval Art Survey of the arts of the Middle Ages and their development from the Roman catacomb through the high Gothic cathedral. Analysis of art as a reflection of changing political and social conditions in Europe, with particular emphasis on liturgical arts in the Middle Ages. Fulfills distribution requirement in the arts. *Recommended:* Art 111 or 201.

Staff

205 Arts of Northern Europe: A.D.1350–1575

Analysis of artistic developments in Northern Europe from late Gothic times through the turbulent period of the Reformation. Works of Jan Van Eyck, Claus Sluter, Hieronymous Bosch, Hans Holbein, Albrecht Durer, and others are explored to discover ways in which social, political, and intellectual developments are mirrored in the art of that period. Fulfills distribution requirement in the arts.

Prerequisite: Any 100-level art history course, VAH 201, or permission of instructor. Alternate years.

Staff

206 European Painting 1700–1900 Introduction to eighteenth-century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to the changing social, political, and philosophical climate. Fulfills distribution requirement in the arts.

Prerequisite: Any 100-level art history course, VAH 201, or permission of instructor. Offered alternate years.

Ms. Small

210 Twentieth-Century European Painting Study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism,

German Expressionism, De Stijl, Dada, and Surrealism are examined. Fulfills distribution requirement in the arts. *Recommended:* Art 111, 112, or 120.

Ms. Small

215 German Art from Middle Ages to Today

(See description for Fall Semester in Cologne, Germany under Department of German.)

217 History of Modern Architecture

Examination

of the evolutionary forms of the built environment, beginning with the ascendancy of the machine aesthetic just prior to World War I and continuing through the “post-modernist” theories of the 1970–80s and the works of Graves, Gehry, and Isozaki in the 1990s.

Prerequisite: VAH 111, VAH 112, or permission of instructor.

Staff

221 Eighteenth- and Nineteenth-Century Painting in the United States

Survey of American painting from the Colonial Period to 1900, studied in relationship to developments

in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

Fulfills distribution requirement in the arts.

Offered alternate years.

Ms. Small

234 Arts of China An introduction to a world of visual and intellectual richness of Chinese art. Course provides a base for understanding how the Chinese have viewed themselves and the world through time and how this has been expressed in the visual arts. Various art forms are discussed chronologically. Within each period the arts are not only analyzed visually and stylistically, but also examined in their cultural, social, and political contexts.

Ms. Sun

235 Chinese Painting, Calligraphy, and

Aesthetics A study of Chinese painting and calligraphy, art forms that have long held prestigious positions in Chinese art. Course introduces artistic practices created by both professional artists and scholar-painters. Focus is on painting, the history of collections, and theories on connoisseurship and aesthetics from the third century to modern times. The interplay between painting and poetry,

philosophy and politics, is emphasized. Ink and brushworks are also analyzed and demonstrated in class.

Ms. Sun

303 Painting, Sculpture, and Architecture in the Italian Renaissance Survey of the visual arts during the centuries that, in many ways, mark the boundary between the ancient and modern worlds. Course approaches the arts of the period from this perspective. Many artists and monuments included are traditionally acknowledged to be among the finest in the history of art, including the works of Michelangelo, Leonardo da Vinci, Raphael, and Titian. Secondary focus is to question and explore reasons why the art of this period is so acclaimed. Fulfills distribution requirement in the arts. *Prerequisite:* VAH 111, VAH 112, VAH 201, or permission of instructor.

Staff

307 Mannerist and Baroque Periods in European Art Study of painting, sculpture, and architecture in Europe, from the first decades after the Reformation through their transformation under the impact of the Counter Reformation. Artistic developments in Italy are discussed, as well as allied approaches in northern Europe and Spain. Works of some of the world's best known artists are examined, including Bernini, Caravaggio, Rubens, Rembrandt, Vermeer, El Greco, Velasquez, and Poussin. Fulfills distribution requirement in the arts. *Prerequisite:* Art 201 or any 100-level art history course or permission of instructor. Offered alternate years.

Staff

318 Art After 1945 Critical examination of the art forms and issues that identify the current post-modern phase of twentieth-century art. Past and current usages of the terms "modern" and "avant-garde" are explored in the context of contemporary modes of visual expression, art criticism, communications technology, and cultural pluralism. *Prerequisite:* Any two courses in art history or theory or permission of the instructor.

Staff

322 Painting in the United States Since 1900 Survey of twentieth-century painting. Course concentrates on two basic themes: the changing social role of painting as America's needs and self-image change, and the on-going eclectic process in which American painters

extend and deepen their familiarity with world art. Fulfills distribution requirement in the arts.

Ms. Small

400 Seminar Advanced study of specific art history issues and problems, with particular focus on the revisionist art history of the last twenty to thirty years. Students revisit the content and theoretical approaches of previous courses in the context of the "new art history," as seen from the art historical dialogue. The theoretical literature of Feminist art history provides the framework for this re-examination. Approach varies according to the specific topic, but common denominators include a close examination and analysis of art objects and thorough investigation of their historical and social context. Students develop skills in advanced verbal and visual research, written and oral projects, and critiques. *Prerequisites:* Minimum of three art history courses, at least one of which is a 300-level course, or permission of instructors.

Ms. Small

STUDIO ART

Purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop an ability to organize visual material; and to integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice. The Lora Qually Hicks memorial fund, established by family and friends in honor of Lora Qually Hicks '71, provides funds for the purchase of works created by Gettysburg College students.

141 Introduction to Drawing Drawing from models and controlled studio problems. Intended to promote coordination of the hand and the eye to achieve a degree of technical mastery over a variety of drawing tools. Emphasis is placed on line quality, techniques of shading, negative-positive relationships, figure-ground relationships, form, structure, and an awareness of the total field. *Prerequisite:* First-year students and sophomores only.

Mr. Agard, Mr. Warwick

145 Basic Design (two dimensional) Introductory course to help students develop a capacity to think and work both conceptually and perceptually. Course provides a basic discipline with which to organize a variety of materials into structural and expressive form. *Prerequisite:* First-year students and sophomores only.

Mr. Agard

146 Basic Design (three dimensional)

An introductory course extending the basic disciplines of 141 into the third dimension.

Projects introduce materials such as clay, plaster, wood, and metal. Intent is to assist students in organizing three dimensional forms. *Prerequisite:* First-year students and sophomores only.

Mr. Paulson

251 Introduction to Painting Development of a series of paintings according to a thematic image. Assigned problems are designed to introduce a variety of conceptual, procedural, and experimental possibilities. *Prerequisite:* VAS 141 or 145. *Recommended:* VAH 322.

Mr. Agard, Mr. Winship

252 Intermediate Painting Development of unique and experimental techniques, procedures, images, presentations, and textural applications. Series of paintings is developed. Alternative concepts and methodology are discussed. Students are referred to works by artists who have related aesthetic interests. *Prerequisite:* VAS 251.

Mr. Agard

255 Introduction to Printmaking Creative process as conditioned and disciplined by intaglio techniques. Discussion of past and contemporary methods, and the study of original prints.

Prerequisite: VAS 141 or 145.

Mr. Paulson

256 Intermediate Printmaking Introductory course in experimental work, with a primary concentration on lithography, serigraphy, and cameo techniques. *Prerequisite:* VAS 255.

Recommended: VAS 145.

Mr. Paulson

261 Introduction to Sculpture Introduction to fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line, and color. Correlated lectures and demonstrations are used to acquaint students with those aspects of sculptural history and theory relevant to studio projects. Course is intended for both general students, and art majors. *Prerequisite:* VAS 141 or 146.

Mr. Paulson

262 Intermediate Sculpture Program of studio projects (arranged by instructor and student) concerned with developing an individual approach to three-dimensional form, with concentration in directly fabricating techniques

involving a series of experiments in spatial organization. *Prerequisite:* VAS 261.

Mr. Paulson

263 Introduction to Ceramics Introduction to earth (clay), the most basic of materials as a medium for personal three-dimensional expression. Material is approached in an intellectual and poetic sculptural application rather than a utilitarian one.

Mr. Shaw

265 Introduction to Photography Introductory course with a concentration on camera usage, design theory, and darkroom techniques in the black-and-white creative process. Additional emphasis on origins, evolution, and relationship of the photographic image to contemporary materials and methods. *Prerequisite:* VAS 141 or 145.

Mr. Blair

267 Special Topics in Studio Focus on materials, techniques, and compositional parameters not systematically covered in the regular curriculum. Topics are chosen by individual studio faculty members, are variable, and may include cast metal sculpture, welded sculpture, calligraphy, computer graphics, color photography, figurative drawing, watercolour painting, assemblages, installations and earthworks. Not offered every year.

Staff

341 Advanced Drawing Emphasis on individual concepts as developed in a series of interrelated drawing problems, materials, and techniques. *Prerequisite:* VAS 141. Offered spring semester only.

Mr. Agard

351 Advanced Painting Emphasis on advanced painting concepts and the development of individual student concerns in a series. *Prerequisites:* VAS 251 and 252. Offered odd years only.

Mr. Agard

355 Advanced Printmaking Experimental printmaking concentrating on personal development of one method and exploration. *Prerequisites:* VAS 255 and 256.

Mr. Paulson

361 Advanced Sculpture Exploration of individual three-dimensional concerns, with concentration in one media and technique. *Prerequisites:* VAS 261 and 262.

Mr. Paulson

401 Senior Portfolio Creation of a cohesive, individualized body of work for inclusion in the Senior Show, accompanied by portfolio presentation and faculty review. Emphasis is placed on extending unique student interests and strengths in an exploration of media, imagery, and technique, which result in mature, high quality aesthetic conclusions. Students participate in all aspects of offering the public a provocative, thoughtful series of well-crafted work that is displayed professionally. *Prerequisites:* Senior art studio majors only.

Staff

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his or her special interest, whether studio or history.

Staff

WOMEN'S STUDIES

Charlotte Armster and Temma Berg, Coordinators

Professor Richardson Viti

Distinguished Visiting Professor Aftab

Associate Professors Gill, Potuchek, and Powers

Overview

Women's studies is an interdisciplinary academic program which draws on feminist theory and the new scholarship on women to examine and analyze the roles, perspectives, and contributions of women. Through the consideration of women's past history, present conditions, and future possibilities, students come to understand gender as a cultural experience. The women's studies curriculum emphasizes critical thinking, multiple perspectives, and the diversity of women's experiences. In women's studies courses, students learn a number of methods for examining and strategies for modifying the conditions that affect all of our lives.

Women's studies stresses cross-cultural perspectives and analysis. Through an array of interdisciplinary courses and disciplinary courses that focus on gender within particular disciplines, women's studies integrates women and feminist scholarship into all levels of the curriculum.

The Women's Studies Program is governed by the Women's Studies Program Advisory Council. The members of this advisory council are drawn from faculty, administrators, staff, and students.

Twenty-four faculty from sixteen departments and programs teach the core, cross-listed, and affiliated courses.

Requirements and Recommendations

Major Requirements: Ten courses are required for the major in women's studies, and all majors are required to take the following courses:

WS 120: Introduction to Women's Studies

WS 300: Feminist Theories

WS 320: Practicum in Feminist Theory and Collective Action

WS 400: Senior Seminar

In addition, students must take at least one core or cross-listed course above the 100 level that focuses in depth on the diversity of women's experiences or on the ways that gender intersects with other forms of inequality. Of the remaining five courses, at least one must be a core or cross-listed course in the social sciences and at least one must be a core or cross-listed course in the arts or humanities. No more than two affiliated courses may be counted toward the requirements for the major.

Students choosing a major in women's studies must combine it with a minor (or a second major) in an arts, humanities, science, or social science discipline.

Minor Requirements: Six courses are required. Minors are required to take Women's Studies 120, Women's Studies 300, and Women's Studies 400. One additional course must be from the list of core or cross-listed courses. The remaining two courses may be drawn from any of the following: (1) core courses, (2) cross-listed courses, (3) affiliated courses, and (4) approved courses of individualized study in women's studies.

Liberal Arts Core Requirements

Women Studies 213, 216, 217, 219, 220, 221, and 251 satisfy the Liberal Arts Core requirement in humanities. Women's Studies 222 and 226 satisfy the Liberal Arts Core requirement in social science. Women Studies 213, 219, and 226 satisfy the non-Western requirement.

CORE COURSES

120 Introduction to Women's Studies Study of perspectives, findings, and methodologies of new scholarship on women in various disciplines. Course introduces issues in feminist theory and examines the diversity of women's experiences, structural positions in societies, and collective

efforts for change. Taught by an interdisciplinary team of instructors.

Staff

210 Special Topics in Women's Studies Study of a topic not normally covered in depth in the regular curriculum of the Women's Studies Program. Offered irregularly.

Staff

213 Women in South Asia Exploration of the characterization and depiction of women in South Asia through the examination of both historical and contemporary sources, including myth, written and oral traditions, social mores, and economic status. Course traces the status of women within the family and society as shaped by the dominant traditions of Hinduism, Buddhism, and Islam and examines how change was attempted in the nineteenth century after South Asian women and women from the West encountered one another.

Staff

216 Images of Women in Literature Examination of various ways women have been imagined in literature, with consideration of how and why images of women and men and of their relationships to one another change, and how these images affect us. Emphasis is placed on developing the critical power to imagine ourselves differently. Cross-listed as English 216.

Ms. Berg

217 Famous French Femmes Fatales Women today are attempting to demystify the feminine condition, for, as the late Simone de Beauvoir observed, the "mythe de la femme" is a male invention. Literary images of women have been a major focus of this investigation, and this course examines some famous French women, from the Princess of Cleves to Emma Bovary, and scrutinizes them from the perspective of feminist criticism.

Ms. Richardson Viti

219 Contemporary Women Writers: Cross-Cultural Perspectives Examination of novels and short stories by women authors from diverse socio-cultural backgrounds in the U.S. and the developing world. Particular attention is given to ways in which these writers represent universal aspects of women's experience. Course examines works written from 1970 to present.

Staff

220 The Pleasures of Looking: Women in Film

Course explores various images of women as constructed for the male and female spectator in both dominant and independent film. Traditional ways in which women have been represented in film are examined critically through the use of feminist theories. Course aims to examine how various feminist filmmakers challenge the traditional uses of the female voice in their own films. Films from other cultures than the U.S. are included.

Ms. Armster

221 Bridging the Borders: Latina and Latin

American Women's Literature Study of selected works in English by Latin American women and Latina women from the U.S. Course explores both connective links and dividing lines of women's lives in the context of a common cultural heritage that has evolved into multiple variants as a result of geographical, historical, economic, ethnic, and racial factors. Cross-listed as Latin American Studies 222.

Staff

222 Women's Movements in the United States

Study of women's activism and social movements organized primarily by women. Through the study of a broad range of women's activism, the course places the development of U.S. feminism in its larger socio-historical context.

Staff

226 Feminism in Global Perspective

Study of women's activism to improve their lives around the world. Course analyzes similarities and differences in the issues women activists address in different parts of the world, the theories they develop to analyze those issues, and the forms their activism takes. Course also considers the possibilities for a global women's movement and provides theoretical tools for analyzing modern feminisms in their global context.

Staff

251 Women and Nazism

Examination of the effects of Nazism on women, primarily (but not exclusively) in Germany beginning in the 1920s and extending to postwar times. Course focuses on women's perspectives as exhibited in historical and literary documentation. Offered every other year.

Ms. Armster

300 Feminist Theories Exploration of various feminist theories about women—about their experiences, their representations, and their relative positions in diverse societies. Contemporary and earlier works are discussed in order to evaluate and synthesize multiple approaches to feminist issues. *Prerequisite:* Women's Studies 120.

Staff

320 Practicum in Feminist Theory and Collective Action Examination of the relationship between feminist theory and collective action to improve societal conditions for women. Course combines seminar meetings with student internships in community organizations. Readings from feminist theory of organizations, collective action, and social policy are used as a basis for analysis of students' internship experiences. *Prerequisites:* Women's Studies 120 and one other core or cross-listed women's studies course, or permission of instructor. Offered every third semester.

Staff

400 Senior Seminar Examination of a topic from a variety of in-depth perspectives. Selected topic is broad enough to allow students to engage in projects of their own devising. Course serves as a bridge between the undergraduate experience and the world beyond Gettysburg College as students learn to put their feminism into action. *Prerequisites:* Women's Studies 120, 300, and one additional core or cross-listed women's studies course.

Staff

Cross-Listed Courses

(See appropriate departmental listings for descriptions of the following courses.)

CWES 347 Women in Public: Gender and Cultural Transformation in the United States, 1840–1900

Economics 252 Gender Issues in Economics

English 330 The Dream of the Artificial
Wo/man: Cyborgs and Golems from Adam to Ai

English 334 Nineteenth-Century English Women Writers

English 349 Contemporary African American Women Writers

English 403 Contemporary Women Writers

FYS 125 Witches of Salem

FYS 172 From Madame Marie Curie to Agent Dana Scully: The Role of Gender in Science and Technology

FYS 196 "You've Come a Long Way, Baby":

Milestones in the Lives of American Women over the Past Century

History 209 Women's History Since 1500

History 245 Gender and the American Civil War

History 308 Women, Power, and Politics in Early Modern Europe

ITAL 270 Objects of Desire/Desiring Subject: A Survey of Italian Women Writers of the Twentieth Century

LAS 221 Undressing Frontiers: Transitions and Desires in Latin American Literature

LAS 222 Latina and Latin American Women's Literature

Music 108 Women and Music

Philosophy 218 Gender and Identity

Political Science 382 Feminist Theory in American Politics

Political Science 412 Women and the Political Economy of Development

Sociology 217 Gender Inequality

Affiliated Courses

Asian Studies 238 Pre-Modern Japanese Literature

Classics 121 Survey of Greek Civilization

Classics 264 Ancient Tragedy

Classics 266 Ancient Comedy

English 333 Victorian Aesthetics

FYS 126 Witchcraft Belief in Early America

FYS 193 Beauty, Body Image, and Identity in Cross-Cultural Perspective

Political Science 406 Politics of Poverty

Sociology 206 Sociology of Family

Sociology 240 Gays, Lesbian, and Society

Spanish 351 Lyric Poetry

Gettyburg College has a long tradition of recognizing students for outstanding scholarship and achievement. These awards, made possible by the generous gifts of alumni and friends, are presented at a Fall Honors Program in October or a Spring Honors Convocation in May. Grades earned in required courses in exercise sciences are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

ENDOWED ANNUAL PRIZES AND AWARDS

Clair B., Mary E., and Constance Noerr Baker Memorial Award: Established by Constance (Noerr) Baker '58 in memory of her father and mother, to be awarded to a female senior on the basis of proficiency in athletics, scholarship, and character.

Betty M. Barnes Memorial Award in Biology: Established by Dr. & Mrs. Rodger W. Baier, to be awarded to a female senior with high academic ability preparing for a career in biology or medicine.

Baum Mathematical Prize: Created by Dr. Charles Baum (1874), to be given to the student showing the greatest proficiency in mathematics through his or her sophomore year.

John Edgar Baublitz Pi Lambda Sigma Awards: Created by John Eberhardt Baublitz in honor of his father, John Edgar Baublitz '29, who was the first president of the Gamma Chapter of Pi Lambda Sigma. Awarded to a senior major in economics, a senior major in management, and a senior major in political science.

Anna Marie Budde Award: Established by Anna Marie Budde, instructor and assistant professor of voice, 1953–1972, to be given to the outstanding sophomore voice student.

Romeo M. Capozzi Athletic Training Room Award: Created by Rose Ann Capozzi in memory of her late husband, Romeo M. Capozzi, to be given to the student who has demonstrated the greatest degree of proficiency in athletic training room techniques.

Oscar W. Carlson Memorial Award: Created by the family of Oscar W. Carlson '21, to be given to a senior who demonstrates excellent academic achievement through his or her junior year in three or more courses in the Department of Religion, including two courses above the 100-level.

John M. Colestock Student Leadership Award: Created by family and friends, to be given to the male senior whose optimism, enthusiasm, and

strength of character have provided exceptional leadership in student affairs.

Robert E. Curtis Award: Established by Margaret Curtis '52, George White, and the members of the Education Department, in honor of Robert E. Curtis, who served as a faculty member in the Department of Education from 1987–2000, to be presented to two qualified, worthy, and promising students, one in elementary and one in secondary education, who have distinguished themselves in student teaching.

Malcolm R. Dougherty Mathematical Award: Established by the Columbian Cutlery Company, Reading, Pennsylvania, in memory of Malcolm R. Dougherty '42, to be awarded to the student who had the highest average in mathematics during his or her first year of college and who is working to earn part of his or her college expenses.

Margaret E. Fisher Memorial Scholarship Award: Created by Dr. Nelson F. Fisher '18 in memory of his mother, to be awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Lena S. Fortenbaugh Memorial Prize in German: Established by the children of Lena S. Fortenbaugh and Robert Fortenbaugh '13, professor of history at the College from 1923–1959. Awarded to a senior with outstanding achievement in the study of German language and culture.

Holly Gabriel Memorial Award: Established by friends and classmates of Holly Gabriel '78, to be awarded to a senior sociology major who demonstrates superior academic achievement, concern for the welfare of others, and the intent to continue this service beyond graduation.

Samuel Garver Greek Prize: Created by the Rev. Austin S. Garver (1869) in memory of his father, to be awarded to the student who has made the greatest progress in Greek during the first year of college.

Samuel Garver Latin Prize: Created by the Rev. Austin S. Garver (1869) in memory of his father, to be awarded to the student who has made the greatest progress in Latin during the first year of college.

Graeff English Prize: Established in 1866, to be awarded to a senior who demonstrates outstanding achievement in English.

David H. Greenlaw Memorial Prize: Created by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw '66, to be awarded to the student who has offered exceptional contributions to the College's theatre program.

Edwin T. Greninger Award in History: Established by Edwin T. Greninger '41, to be awarded on the basis of the quality of a student's paper written for any of the courses in the Department of History.

John Alfred Hamme Awards: Two awards, established by John Alfred Hamme '18, to be given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

Dr. Carl Arnold Hanson, President Emeritus, Leadership Award: Created by his wife, Anne Keet Hanson, friends and alumni, in honor of Dr. Carl Arnold Hanson, President of Gettysburg College from 1961-1977. Awarded to a student who has achieved at least a 3.0 average in his or her major through the middle of the junior year and has demonstrated significant leadership abilities in one or more areas of college life.

Henry W. A. Hanson Scholarship Award: Created by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation. Awarded to a senior who plans to enter graduate school in preparation for college teaching.

Harry C. and Catherine Noffsinger Hartzell Award: Created by James Hamilton Hartzell '24 in memory of his parents, to be awarded to the outstanding junior student in the Department of Sociology and Anthropology.

James Boyd Hartzell Memorial Award: Established by James Hamilton Hartzell '24 and his wife, Lucretia Irvine Boyd Hartzell, to be awarded to a junior student majoring in economics or in management for outstanding scholarship and promise in these fields.

James Hamilton and Lucretia Irvine Boyd Hartzell Award: Created by James Hamilton Hartzell '24 and his wife, to be awarded to a sophomore student for outstanding scholarship and promise in the field of history.

Mildred H. Hartzell Prize: Created by Mildred H. Hartzell '26, to be awarded to a student who shows high quality in more than scholarship; preference is given to a member of Alpha Phi Omega, the national service fraternity, or other organizations that may reflect similar quality and ideals.

Hassler Latin Prize: Established by Charles W. Hassler, to be awarded to the best Latin student in the junior class.

John A. Hauser Meritorious Prize in Business: Created by the family of John A. Hauser, to be awarded to an outstanding management major who has achieved excellence in both academic studies and campus leadership, while demonstrating good character and concern for high moral standards.

Grace C. Kenney Award: Created to honor Grace C. Kenney, an educator for 39 years at Gettysburg College, to be given to a junior or senior. First preference is given to a student who has participated in health and exercise sciences studies, intramural and athletic programs, and has demonstrated the highest academic accomplishments and leadership skills.

Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award: Given each year to a junior who has maintained high scholarship and who evidences outstanding ability and character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Awards: Awarded each year to the sophomore and junior students of Gettysburg College who best exemplify the "whole person" concept through positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extracurricular.

Miller-Mara First-Year Student Prize in Physics: Created by alumni and friends in memory of George R. Miller '19 and Richard T. Mara '48, to be awarded to a sophomore for outstanding performance in physics as a first-year student.

Miller-Mara Senior Physics Prize: Created by alumni and friends in memory of George R.

Miller '19 and Richard T. Mara '48, to be awarded to a senior for sustained outstanding performance in physics.

Franklin Moore Award: Established by friends of Mr. Moore, to be given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative, and activities, has contributed the most toward campus morale and the prestige of the College.

Samuel A. Mudd Psychology Award: Established by Paul M. Muchinsky '69 in honor of Samuel A. Mudd '57, professor of psychology, emeritus. Award is presented to a graduating senior psychology major who has demonstrated a high level of personal integrity and outstanding scholarship.

Muhlenberg First Year Student Prize: Created by Dr. Frederick A. Muhlenberg (1836), to be awarded to the first-year student taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize: Awarded to a male senior "for growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years and in the hope of future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award: Awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

J. Rogers Musselman Award: Established by Peter R. Musselman in memory of his father, J. Rogers Musselman, to be awarded to a student majoring in mathematics who is proficient in the study of mathematics during his or her third year of enrollment.

Nicholas Prize in Religion: Created by the Rev. Dr. J.C. Nicholas (1894), to be awarded to the senior who has done the best work in advanced courses in religion.

Dr. John W. Ostrom Composition Awards: Established by Dr. John W. Ostrom '26, to be awarded to the student who achieves excellence and demonstrates the greatest improvement in first-year composition (English 101) and to the student who achieves excellence and demonstrates the greatest improvement in advanced composition (English 201).

Dr. John W. Ostrom English Award: Created by Dr. John W. Ostrom '26, to be awarded to the student who has written the best expository essay for an upper level English course.

Vivian Wickey Otto Christian Service Award: Created by Vivian Wickey Otto '46 through the Woman's General League of Gettysburg College, to be given to a student at the end of his or her junior year who plans to enter full-time Christian service work.

Keith Pappas Memorial Award: Given as a memorial to Keith Pappas '74, an honors graduate who made an extraordinary contribution to the life of this College and its people. Awarded to a current student who most significantly affects the College community through the quality of his or her participation in its functions and whose divergent contributions give form to what is called Gettysburg College.

Jeffrey Pierce Memorial Award: Established in honor of Jeffrey Pierce '71, to be awarded to a male senior who has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize: Created by John E. Haas in memory of his aunt, a lecturer at the College, to be awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Captain Michael D. Scotton (1982) Award: Established by David R. and Sally R. Scotton, parents of Michael D. Scotton, to be awarded to a junior who demonstrates a high degree of extracurricular activity and diligence to his or her academic work.

Senior Scholarship Prize: Established by the Class of 1996 and Mr. Robert Stockberger '33, to be presented annually to two rising seniors who best exemplify Gettysburg College through academics and service to the campus community. The Senior Scholarship Prize Fund is augmented with future senior class gifts.

Stine Chemistry Prize: Created by Dr. Charles M. A. Stine '01, to be awarded to a senior chemistry major on the basis of grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Earl Kresge Stock Writing Prizes: Established by Earl Kresge Stock '19, to be awarded to the three students who write the classroom papers judged best in the areas of the humanities, the sciences, and the social sciences.

Samuel P. Weaver Scholarship Prizes: Established by Samuel P. Weaver '04, to be awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award: Created by Phi Delta Theta alumni, to be given in honor of Earl E. Ziegler, associate professor of mathematics at Gettysburg College from 1935-1968. Awarded to the mathematics major who has the highest average in mathematics through the junior year.

Earl E. Ziegler Senior Mathematics Award: Created by Earl E. Ziegler, associate professor of mathematics at Gettysburg College from 1935-1968, to be awarded to the mathematics major who has achieved the highest average in mathematics through the senior year.

Edwin and Leander M. Zimmerman Senior Prize: Awarded to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

John B. Zinn Chemistry Research Award: Created by Frances and John Zinn in honor of John B. Zinn '09, who was professor of chemistry at the College from 1924-1959. Awarded to the senior making the greatest contributions in his or her own research in chemistry and to the research activities of the Department of Chemistry.

UNENDOWED ANNUAL PRIZES AND AWARDS

Award for Excellence in Theory and Practice in Women's Studies: Given to a senior in recognition of outstanding achievement in the study of feminist theory and in social service on behalf of women and children.

Charles W. Beachem Athletic Award: Created in memory of Charles W. Beachem '25, the first alumni secretary of the College, to be awarded to a male senior on the basis of character, scholarship, and athletic achievement.

C. E. and Mary G. Bilheimer Award: Given to the senior major in health and exercise sciences with the highest academic average.

Biochemistry/Molecular Biology Award: Established by the Departments of Biology and Chemistry, to be presented to a senior biochemistry/molecular biology major who has excelled in both course work and laboratory research.

Esther Brandt Chemistry or Biology Award: Created by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Esther Brandt, to be given to a junior or senior who has demonstrated academic excellence through the highest grade point average in the declared major of chemistry or biology.

Archie and Flo Butler English Award: Created by Mr. and Mrs. Walter Brandt and Ms. Loel Rosenberry in honor of Archie and Flo Butler, to be given to a junior or senior with a declared English major who has demonstrated academic excellence through the highest grade point average in English.

Miguel Cervantes Award in Spanish: Presented to a junior Spanish major or minor for academic excellence in Spanish and outstanding involvement in Hispanic activities.

Anna Julia Cooper/W.E.B. DuBois/Cheikh Anta-Diop Award for Academic Excellence in African American Studies: Given annually to an African American studies minor who demonstrates an exemplary combination of significant scholarship, at least a 3.1 average in African American studies, and service to the college and larger community.

Chan L. Coulter Philosophy Award: Established by the Department of Philosophy in honor of Chan L. Coulter, Professor of Philosophy from 1958-1995, to be presented to a student whose achievements in philosophy display excellence and creativity and exemplify the spirit of inquiry so essential to the examined life.

Sor Juana Inés de la Cruz Awards in Spanish: Presented to two senior Spanish majors for academic excellence in Spanish and outstanding involvement in Hispanic activities.

Delta Phi Alpha Prize: Awarded to the outstanding student for the year in the Department of German.

Anthony di Palma Memorial Award: Established by the family of Anthony di Palma '56, to be awarded to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Economics: Created by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman R. M. Hoffman. Awarded

to the student writing the best quantitative paper or project (with public policy implications) in economics.

Dwight D. Eisenhower Society/R. M. Hoffman Family Memorial Prize in Management: Created by the R. M. Hoffman Family Memorial Trust through the Dwight D. Eisenhower Society in memory of Gettysburg businessman R. M. Hoffman. Awarded to an outstanding senior in the management department.

Julius Eno Physics Prize: Created by Julius Eno Jr., to be awarded to the outstanding junior majoring in physics.

French Cultural Counselor's Award: Established by the cultural counselor of the French Embassy, to be awarded to a senior for outstanding achievement in French.

Gettysburg College Award in Athletics: Awarded to a female student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Gettysburg College Award in History: Awarded to the female senior who has reached a high level of achievement in the field of history.

Gettysburg College Senior Prize: Awarded to a female senior who exemplifies commitment to community and concern for the welfare of others during the student's years at Gettysburg College and who shows promise of future accomplishment in support of community, state, and nation.

Gettysburg College Student Leadership Award: Awarded to a female senior whose enthusiasm, energy, and contributions in student affairs demonstrated outstanding leadership.

Maria Leonard Senior Book Award: Created by the Gettysburg Chapter of Alpha Lambda Delta, the national academic honorary society for first-year students. Awarded to the graduating Alpha Lambda Delta member who has the highest grade point average through the first semester of the senior year.

Karl J. Mattson Service Award: Established by the Center for Public Service in honor of Karl J. Mattson, Director of the Center for Public Service from 1992–2001 and Chaplain of the College from 1977–1992, to be presented to a graduating senior who demonstrates

compassion and a commitment to social justice by making significant contributions to the College and the larger community through service and advocacy.

Toni Morrison–Wole Soyinka African American Studies Essay Award: Given annually to the student writing the best essay in African American studies.

Pi Sigma Alpha Award: Established by the Nu Psi Chapter of Pi Sigma Alpha, the national political science honorary society, to be presented to the outstanding graduating senior in political science.

Psi Chi Junior Award: Awarded to a senior psychology major who has displayed outstanding potential and initiative throughout his or her junior year.

Emile O. Schmidt Award: Established by students, friends, audience members, and colleagues of Emile Schmidt, Professor of English and Theatre at Gettysburg College from 1962–1999. Award is presented each year to a theatre student for scholarly excellence and distinguished service to the Gettysburg College theatre program, as well as professional promise.

Sigma Alpha Iota College Honor Award: Created by Sigma Alpha Iota, an international music fraternity, to be awarded to a student in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever the class standing.

Sigma Alpha Iota Scholastic Award: Awarded to the graduating senior who holds the highest academic average among music majors.

Dr. George W. Stoner Award: Awarded to a worthy male senior accepted by a recognized medical college.

Student Life Council Award: Awarded to a student in recognition of the quiet influence he or she has exerted for the improvement of the campus community.

Superior Scholarship in Computer Science: Awarded to an outstanding computer science major at the discretion of the faculty.

Wall Street Journal Student Achievement Award: Awarded to a senior in the Department of Economics who has shown outstanding academic achievement in the study of economics.

Women's Studies Service Award: An award for excellence in Women's Studies, given to a senior for outstanding service exemplifying feminist ideals.

Robert F. Zellner Music Education Award: Established by faculty, alumni, and students of the Music Department to honor Robert Zellner's distinguished teaching career at Gettysburg College. The award is presented at Commencement to a Gettysburg College senior who has demonstrated musical and academic excellence and a commitment to arts education.

Marion Zulauf Poetry Prize: Established at The Academy of American Poets by Sander Zulauf '68 in memory of his mother, to be awarded to the student who writes the winning entry in a poetry contest sponsored by the Department of English.

ENDOWED SCHOLARSHIPS (GRANTS-IN-AID)

Student Aid

All students who apply for financial assistance and are determined to have financial need will be considered for these scholarships (grants-in-aid). Recipients are selected by the College.

Though the College administers scholarships restricted to members of a particular sex, the discriminating effect of these awards has been eliminated in the overall administration of the financial aid program through use of other funds made available by the College.

George H. (1949) and Janet L. Allamong Scholarship Fund: Established by George H. Allamong and Janet L. Allamong, to be awarded to one or more worthy and promising students.

Frederic S. Almy Sr. Scholarship Fund: Created by the son of Mr Almy, in memory of "a man who did not have the opportunity to attend college," to be awarded to a deserving and financially needy student.

Ruth C. Apple Scholarship Fund: Established by members of the Apple family of Sunbury, Pennsylvania, to honor their mother. To be awarded to promising but needy students, with a preference to those from Snyder, Union, or Northumberland Counties in Pennsylvania, especially those with skills and aspirations in the performing arts.

Nelson P. Arigo '43 Scholarship Fund: Established by Henrietta Arigo in memory of her husband, Nelson P. Arigo.

Dean B. Arnold, Class of 1929 Endowed Scholarship: Awarded to one or more worthy and promising students in need of scholarship funds.

Dean B. Arnold Scholarship Fund: Established by Dean B. Arnold '29, to be awarded to a highly qualified scholar involved in extracurricular activities, with emphasis on academic excellence.

Richard A. Arms Scholarship Fund: Created by the Class of 1924 in memory of the chair of the mathematics department (1920–1963), to be awarded to a worthy student.

Gertrude and Albert Bachman and Albert E. Bachman '58 Endowed Scholarship: Awarded to one or more worthy and promising students, with preference given to students majoring in French, music (B.A.) or psychology.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund: Established by the Woman's General League of Gettysburg College for a needy and deserving student in the music department.

William Balthaser (1925) Scholarship Fund: Created from a bequest by William Balthaser, to be awarded to needy and promising students.

The William K. Bane '38 Scholarship: Created by Walter A. Dubovick '38 in memory of his friend and classmate killed in WWII. Awarded to a first-year student and continued up to four years, if the recipient maintains a satisfactory grade point average. The scholarship can also be awarded to a sophomore, junior or senior.

Dr. Ray Alfred Barnard (1915) Scholarship Fund: Established by Dr. Barnard, to be awarded to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

Rev. Sydney E. Bateman (1887) Scholarship Fund: Awarded to a needy ministerial student.

The Milton T. and Catherine K. Becker Family Endowed Scholarship Fund: Established in appreciation of the education of their son, Donald T. Becker '67, and grandchildren, Richard T. Becker '97 and Jasmin Becker '91, to be awarded to one or more worthy and promising students in need of scholarship funds.

Admiral William W. Behrens Jr. Scholarship Fund: Established by the family of Admiral William W. Behrens (Hon'74), to be awarded to one or more worthy and promising students entering the final year of undergraduate study and preparing for a career in public service.

Henry S. Belber, II Scholarship Fund: Awarded to a first-year student and may be continued up to four years; preference is given to individuals who engage in extracurricular activities.

Belt Hess—Quay Scholarship Fund: Created by Effie E. Hess Belt (1898) in commemoration of several relatives. First preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland who is pursuing theological studies at the College; and third preference is given to any deserving student.

Helen A. Giles and James B. Bender Scholarship Fund: Awarded on the basis of need and ability; preference is given to residents of Adams County, Pennsylvania, majoring in economics and/or management.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund: Awarded to worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund: Established by a former trustee to aid needy and deserving students.

Jean Aument Bonebrake Presidential Scholarship Fund: Established by Roy Bonebrake (1928) in memory of his wife, to be awarded to promising and worthy students in need of scholarship aid; preference is given to students who possess exceptional academic abilities and outstanding promise.

Harry F. Borleis (1925) Scholarship Fund: Awarded to needy and deserving students.

Charles E. Bowman (1925) Scholarship Trust Fund: Awarded to needy and deserving students.

Elsie Paul Boyle (1912) Scholarship Fund: Established by Elsie Paul Boyle, to be awarded to a needy and worthy student, with preference given to a Lutheran from Weatherly, located in Carbon County, Pennsylvania.

Henry T. Bream (1924) Scholarship Fund: Created by alumni and friends of the College in honor of Henry T. Bream, professor of health and physical education, 1926–1969, to be awarded to a needy and deserving male scholar-athlete.

James H. (1960) and Mary Jane (1960) Brenneman Endowed Scholarship Fund: Established by James H. Brenneman, former member of the Board of the Trustees of the College, and his wife, Mary

Jane, in honor of their daughter Kathleen (1984), and son Stephen (1987), to be awarded annually to needy and deserving students.

Lavern H. Brenneman (1936) Scholarship Fund: Established by Lavern H. Brenneman (1936), former chair of the Board of Trustees of the College, and his wife, Miriam, in honor of their son, James (1960); daughter-in-law, Mary Jane (1960); granddaughter, Kathleen (1984); and grandson, Stephen (1987). Awarded annually to needy and deserving students.

Randall Sammis Brush (1973) Memorial Scholarship Fund: Created by family and friends in memory of Randall Sammis Brush, to be awarded to a needy and deserving student particularly proficient in the study of history.

Edward B. Buller (1923) Scholarship Fund: Created by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller, to be awarded to a deserving student; preference is given to a student from Good Shepherd congregation.

H. Edgar (1924) and M. Helene Bush Scholarship: Awarded to deserving persons in need.

The William A. and Anne D. Cannell Endowed Scholarship: Awarded to one or more worthy and promising students.

Dr. Anthony G. Ciavarelli (1913) Scholarship Fund: Established by Dr. Anthony G. Ciavarelli, to be awarded annually to a student (or students) who demonstrates superior character, industry, serious academic purpose, and financial need. Preference is given to a student preparing for the medical profession.

Class of 1903, George S. Rentz Memorial Fund: Created to support the College scholarship program.

Numerous classes have established scholarships to be awarded to a needy and deserving student. They are:

Class of 1913 Scholarship Fund

Class of 1915 Scholarship Fund

Class of 1916 Scholarship Fund

Class of 1917 Schmucker-Bridenbaugh Memorial Scholarship Fund

Class of 1918 Scholarship Fund

Class of 1920 Scholarship Fund

Class of 1921 Scholarship Fund

Class of 1925 Scholarship Fund

Class of 1927 Scholarship Fund

Class of 1933 Scholarship Fund: Preference is given to students who, beyond academic and personal qualifications, are descendants of members of the Class of 1933.

Class of 1934 Scholarship Fund

Class of 1936 Scholarship Fund

Class of 1937 Scholarship Fund: Preference is given to students who intend to enter a field of service focused on developing greater understanding between our nation and other parts of the world and majoring in political science, economics, or history.

Class of 1938 Scholarship Fund

Class of 1939 Scholarship Fund: Established in honor of past President Dr. Henry W. A. Hanson and former Dean Dr. Wilbur E. Tilberg.

Class of 1943 Scholarship Fund

Class of 1944 Scholarship Fund: Dedicated to classmates who lost their lives in World War II.

Class of 1945 Scholarship Fund

Class of 1949 Scholarship Fund: Established with contributions to the College in celebration of their 50th reunion in 1999.

Class of 1971 Scholarship Fund: Preference is given to students who exemplify the qualities of sincere scholarship, extracurricular interests, and commitment to community service.

Class of 1973 Endowed Scholarship: Awarded annually to a male and female on an equal basis according to the guidelines established by the Board of Trustees.

Class of 1974 Scholarship Fund: Awarded to one or more worthy and promising students.

Class of 1993 Scholarship Fund: Preference is given to a student from the Gettysburg area.

Class of 1994 Scholarship Fund: Established as a tribute to the life of Paul Leary, a classmate killed in the summer of 1993. Awarded to a current student who demonstrates financial need and self-initiative in meeting that need by working, preferably in a work-study program.

Class of 1995 Scholarship Fund: Preference is given to students participating in service-learning projects.

The Christopher J. Clifford '98 Scholarship Fund: Established by Mr. and Mrs. Joseph P. Clifford in loving memory of Christopher J. Clifford '98. Awarded to worthy and promising students, with preference to qualified students from northeastern Pennsylvania.

Bill Cosby Scholarship: Established by the Trustees of Gettysburg College to honor Dr. Bill Cosby, the 1997 Gettysburg College Commencement speaker. Awarded with preference to students from the greater Philadelphia area or those with a particular interest in becoming teachers.

Christopher M. Cowan Scholarship Fund: Established by David J. Cowan and M. Deborah Larsen Cowan in loving memory of Christopher M. Cowan. To be awarded to one or more worthy and promising students with preference to students majoring in environmental studies.

Ernst M. and Agnes H. Cronlund Memorial Scholarship Fund: Established in memory of Ernst Magnus and Agnes Hoffsten Cronlund by their children Ernest and Shirley, Eleanor, Martin '29 and Rebecca, Raymond '33 and Lillian. Awarded to needy and promising students.

William C. and Helen H. Darrah Scholarship Fund: Established by the Department of Biology in honor of William C. and Helen H. Darrah, to be awarded to a promising student majoring in biology.

Frank L. Daugherty (1922) Scholarship: Established by Frank L. Daugherty, to be awarded to a deserving York County resident who would otherwise be unable to attend Gettysburg College. Recipient is selected by the College.

The Kermit H. (1932) and Mary B. Deardorff Endowed Scholarship Fund: Awarded to one or more promising students in need of scholarship funds. First preference is given to students from Adams County, PA.

Anita Conner Derry and Thomas James Faulkner Memorial Scholarship Fund: Created by Ellis Derry '39 and Peggy Derry, to be awarded to one or more worthy and promising students. First preference is given to the family or descendants of Anita Conner Derry or Thomas

James Faulkener, then to students majoring in mathematics, computer science, or physical sciences.

W. K. Diehl (1886) Scholarship Fund: Created by Norman E. Diehl in memory of his father, W. K. Diehl, D.D., to be awarded to needy and deserving students.

Daniel G. Ebbert Family Scholarship Fund: Awarded to a first-year student, and may be continued up to four years.

Chris Ebert (1965) Memorial Fund: Established in memory of Chris Ebert by his father and mother. Awarded annually to a needy student. First preference is given to a student pursuing a career in teaching or majoring in mathematics, and/or participating in intercollegiate wrestling; second preference is given to a student studying for the ministry.

Charles L. "Dutch" Eby (1933) Scholarship Fund: Established by the family and friends of Charles L. Eby, to be awarded to needy students. Preference is given to students who, beyond academic and personal qualifications, are residents of south-central Pennsylvania and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Ehrhart Family Scholarship Fund: Established by Kenneth W. Ehrhart '46 in memory of his father, Rev. Kenneth Ehrhart '25 and in honor of those members of the Ehrhart family who attended Gettysburg College, Rev. Carl Ehrhart '47, Rev. Richard Ehrhart '46, Sidney Ehrhart '50, and David Ehrhart '62. Awarded to one or more worthy and promising students.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund: Established by the J. C. Eisenhart Wall Paper Company, to be awarded to a deserving Lutheran preministerial student.

Dwight D. Eisenhower Scholarship Fund: Established by the Eisenhower Society in honor of the thirty-fourth President of the United States, a former resident of the community of Gettysburg and a friend and trustee of the College. Awarded to needy students who exemplify superior qualities of honesty, integrity, and leadership. Additional monies have been contributed to the fund through the R. M. Hoffman Memorial Scholarship Fund.

Eisenhower Leadership Scholarship Fund: Awarded to class valedictorians and salutatorians, presidents of the student council, and other leaders.

Robert B. and Helen M. Esterly Scholarship Fund: Established from estate of Helen M. Esterly, awarded to qualified students with an interest in history, especially Civil War, or students preparing for the ordained ministry.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund: Awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund: Awarded to a needy and deserving student.

Alan S. Fischer (1929) Scholarship Fund: Established by Marian Fischer Hammer '30 and Robert H. Fischer '39 in honor of their brother, to be awarded to one or more worthy and promising students; preference is given to mathematics or computer science majors.

H. Keith Fischer Scholarship Fund: Awarded to one or more worthy and promising students; preference is given to premedical students or to social or natural sciences or mathematics majors.

H. Keith and Dorothy S. Fischer Scholarship Fund: Awarded to a first-year student, and may be continued up to four years. Preference is given to premedical students or students majoring in natural science.

Wilbur H. Fleck (1902) Memorial Scholarship Fund: Awarded to a graduate cum laude of the Protestant faith of the Wyoming Seminary.

Fourjay Foundation Scholarship Fund: Awarded to declared management majors or to students who express a high degree of interest in management or related fields and demonstrate academic excellence, leadership, and need.

Donald D. Freedman, M.D. (1944) and Richard S. Freedman, D.V.M. (1973) Scholarship Fund: Awarded to a junior or senior, with preference given to students pursuing the study of medicine, dentistry, or veterinary medicine and participating in varsity athletics.

David Garbacz (1964) Scholarship Fund: Established by Gerald G. Garbacz and his family, to be awarded to students who, beyond academic and personal qualifications, pursue a major in economics.

Dr. Daniel F. Garland (1888) Scholarship Fund: Awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund: Created by Dr. and Mrs. Leo J. Gaver in memory of their son, to be awarded to a worthy student. Preference is given to a premedical student.

Gettysburg College Alumni Association Scholarship Fund: Formerly the Gettysburg College Alumni Loan Program of 1933. The Gettysburg College Alumni Association Scholarship Fund was established in 1984. Awarded annually; preference is given to sons or daughters of alumni in accordance with criteria established by Gettysburg College.

Lorna Gibb Scholarship Fund: Established by the Gibb Foundation in memory of the Foundation's founder, to be awarded to needy students who have demonstrated good academic ability, as well as a willingness to contribute to the Gettysburg College campus community in other ways.

Millard E. Gladfelter (1925) Scholarship Fund: Established by Millard E. Gladfelter, to be awarded to first-year students and may be continued up to four years; preference is given to students from York County, Pennsylvania.

Anne M. and Philip H. Gladfelter III Memorial Scholarship Fund: Established by a grant from the Anne M. and Philip H. Gladfelter III Family Foundation in memory of the couple for whom the foundation is named.

William L. and Philip H. Gladfelter Memorial Scholarship: Established by Elizabeth G. Rosenmiller, to be awarded to a first-year student. May be continued up to four years.

Dr. and Mrs. James E. Glenn Scholarship Fund: Created by J. Donald Glenn '23 in memory of his parents, to be awarded to a worthy student preparing for the Christian ministry or the medical profession.

Bruce S. Gordon '68 Endowed Scholarship: Established by Trustee Bruce S. Gordon '68, to be awarded, according to the guidelines established by the Board of Trustees, to one or more students from historically under-represented groups at Gettysburg College.

Gordon-Davis Linen Supply Company Scholarship Fund: Awarded to a deserving student.

Windom Cook Gramley (1904) Scholarship Fund: Established by Theresa M. Gramley in memory of Windom Cook Gramley, to be awarded to a worthy and promising student.

Grand Army of the Republic Living Memorial Scholarship Fund: Created by the Daughters of Union Veterans, to be awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Dr. H. Leonard Green Scholarship Fund: Established by the family and friends of Dr. H. Leonard Green, to be awarded to worthy and promising students. Preference is given to students majoring in religion or philosophy.

Norman M. and Eleanor H. Gross Scholarship: Established from the estates of Norman M. and Eleanor H. Gross, to be awarded to students of high scholastic standing.

Ida E. Grover Scholarship Fund: Awarded to a needy and deserving student.

Merle B. and Mary M. Hafer Scholarship Fund: Established by Merle B. Hafer, to be awarded to a deserving student, preferably one preparing for the Christian ministry.

Paul R. Haldeman '67 Endowed Scholarship Fund: Established by Paul R. Haldeman '67, to be awarded to worthy and promising students. Preference is given to individuals majoring in management or economics and who express an interest in entrepreneurial studies.

John Alfred Hamme (1918) Scholarship Fund: Awarded to a deserving student.

Dr. Carl A. Hanson, President Emeritus, Gettysburg College, 1961-1977 Scholarship Fund: Established by Anne Keet Hanson, in honor of her husband, Dr. Carl A. Hanson.

Dr. C. Arnold Hanson and Anne Keet Hanson Scholarship Fund in American History: Established by Anne Keet Hanson in honor of Dr. Jean S. Holder, Dr. Leonard I. Holder, Dr. Gabor S. Boritt, and Elizabeth L. Boritt in recognition of their devotion and dedication to Gettysburg College. Preference shall be given to worthy and promising students who have demonstrated a scholarly interest and achievement in American history and specifically the Civil War.

Dr. C.A. Hanson and Anne Keet Hanson Endowed Scholarship for the Arts: Established by Anne Keet Hanson, awarded to worthy and promising

students, with first preference given to students who major in art and/or music or the theatre arts.

Marie H. Harshman Scholarship Fund: Created by Marie H. Harshman, to be awarded to a Lutheran student preparing for the ministry. Preference is given to a student who intends to enroll at the Gettysburg Lutheran Seminary.

Henry M. Hartman Jr. (1938) and Audrey Harrison Hartman (1940) Scholarship Fund: Established by Henry M. Hartman Jr. as a memorial in honor of Audrey Harrison Hartman, to be awarded to a student majoring in chemistry or biochemistry.

Hartranft-Dean Scholarship Fund: Established by Mary Alice Hartranft-Dean, to be awarded to one or more worthy and promising students.

Adam and Martha Hazlett Scholarship Fund: Established by Mrs. Adam J. Hazlett, to be awarded to one or more worthy and promising students.

Robert W. Hemperly (1947) Memorial Scholarship Fund: Established in memory of Dr. Hemperly by Mr. and Mrs. G. M. Easley. Awarded to one or more needy students of high academic ability and outstanding personal qualifications; preference is given to a student preparing for a career in medicine or dentistry.

Herman-Chronister Endowed Family Scholarship Fund: Established by Karen Chronister Leader '73 in memory of Martha Herman Chronister '38, awarded to one or more worthy and promising students.

Milton S. Hershey Scholarship Fund: Established by A. John Gabig (1957). Awarded to one or more students who are graduates of Milton Hershey School or Hershey High School, Hershey, PA, who show financial need and demonstrate good character and leadership qualities.

Harvey A. Hesser (1923) and Dorothy M. Hesser Scholarship Fund: Awarded to a needy and worthy student.

The Doreen H. and William C. Heyman '74 Endowed Scholarship: Established by William C. Heyman '74, to be awarded to one or more worthy and promising students.

Hicks Utterback Family Scholarship Fund: Established by Harry K. and Phyllis H. Utterback, to be awarded to a first-year student and may be continued up to four years.

Rev. Clinton F. Hildebrand Jr. (1920) and Mrs. Clinton F. Hildebrand Jr. Scholarship Fund: Awarded to aid worthy preministerial students.

Edgar L. Hildebrand (1928) Scholarship Fund: Established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand, to be awarded to worthy students.

Pearl Hodgson Scholarship Fund: Established by the Woman's League of Gettysburg College in honor of Pearl Hodgson, to be awarded annually to needy and deserving students.

Dean W. Hollabaugh Scholarship: Awarded to one or more students who merit financial assistance.

Houtz Family Scholarship Fund: Established by Kenneth H. Houtz, to be awarded to a first-year student intending to major in the sciences; may be continued up to four years.

Arthur D. Hunger Sr., M.D. (1910) Scholarship Fund: Established by Arthur D. Hunger Jr. '39 and Josephine T. Hunger '40 in honor of Arthur D. Hunger Sr. Awarded to a junior or senior who demonstrates academic excellence and leadership and who is studying for a medical, dental, veterinary, or biological research profession.

The Jaeger Family Scholarship: Established by John F. Jaeger '65, to be awarded to one or more promising students in need of scholarship funds.

The John F. Jaeger '65 Scholarship Fund: Established by John F. Jaeger '65, to be awarded to one or more worthy and promising students who major in biology, biochemistry/molecular biology, chemistry, physics, environmental studies (science track), psychology, or health and exercise sciences (allied health sciences).

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund: Created by Dr. Leslie M. (1890) and Nellie G. Kauffman, to be awarded to a deserving student. Preference is given to students from Franklin County, Pennsylvania, or preministerial or premedical students.

Spurgeon M. Keeny and Norman S. Wolf Scholarship Fund: Established by Dr. Spurgeon M. Keeny '14 and his son, Spurgeon M. Keeny Jr., in honor of the Reverend Norman S. Wolf. Awarded to one or more worthy students.

Hon. Hiram H. Keller (1901) Scholarship Fund: Created by Mr. Keller, a former trustee, to be awarded to needy and worthy students. Preference is given to students from Bucks County, Pennsylvania.

Kershner Psychology Scholarship: Established from the estates of Alan M. Kershner '27 and his wife, Mary Kershner, to be awarded to students majoring in psychology. The scholarship honors the memory of Mary Culp Kershner, Louise Kershner, Helen Swoope Kershner, and Elnathen Motter Kershner, the wife, sister, and parents, respectively, of the donor. Alan Motter Kershner, Class of 1927, is the grandson of the Rev. Jacob Brewer Kershner, Class of 1858.

Alvin Ray Kirschner Scholarship Fund: Established by Mr. and Mrs. C. J. Kirschner in memory of their son, who lost his life in World War I. Awarded to two students; preference is given to applicants from Hazleton, Pennsylvania, and vicinity.

Klette Scholarship Fund: Established by Dr. Immanuel Klette '39 and friends in honor of Mrs. Margaret Klette, to be awarded to a student (or students) whose activities evidence an innovative accomplishment and potential in the promotion of human betterment.

Kathleen M. and Samuel W. Knisely (1947) Scholarship Fund: Established by Dr. and Mrs. Samuel W. Knisely, to be awarded to students majoring in, or intending to major in, biology or chemistry who show promise for contributions to their chosen field of study.

Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund: Created by John McCullough '18 in memory of his classmate, to be awarded to an outstanding senior ministerial student with financial need.

Charles L. Kopp (1909) Scholarship Fund: Created by Grace Shatzer Kopp, to be awarded to one or more worthy and promising students majoring in the humanities.

Harry V. and Helen A. Krug Endowed Scholarship: Established from the estate of Harry V. Krug '31; to be awarded to a worthy and promising preministerial student.

Bernard S. Lawyer (1912) Scholarship Fund: Awarded to needy and deserving students. First preference is given to members or former members of St. Mary's Evangelical Lutheran Church, Silver Run, Maryland; second

preference is given to members or former members of Evangelical Lutheran Churches in Maryland and Pennsylvania.

Clarence Gordon and Elfie Leatherman Scholarship Fund: Established by the Leathermans, to be awarded to a deserving preministerial student.

The Legros-Mastovich Family Memorial Scholarship Fund: Established by John T. Mastovich '79, with Joseph Shaffer, Judith Shaffer-Aarabi, Martin Mastovich, and Denise Mastovich-Whitford, in loving memory of their parents, Thomas Mastovich and Virginia Deschamps-Mastovich; to be awarded to worthy and promising students.

Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund: Established by Ruth Evangeline Lemcke in memory of her father, to be awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Bruce and Lynda Limpert Endowed Scholarship: Awarded to one or more worthy and promising students.

Rev. Justus H. Liesmann (1930) and Mardelle Tipton Liesmann (1932) Scholarship Fund: Established by Mrs. Mardelle Liesmann, to be awarded to a first-year student and may be continued up to four years.

Frank M. Long (1936) Memorial Scholarship Fund: Created in memory of Frank M. Long, to be awarded to worthy students.

Kenneth C. Lundeen (1966) Scholarship Fund: Established by James and Diana Topper in honor of Kenneth Lundeen, to be awarded to one or more deserving and promising students who may be in a prelaw curriculum.

The Lutheran Brotherhood Fund for Lutheran Students: Established by The Lutheran Brotherhood, to be awarded to one or more worthy and promising Lutheran students who demonstrate financial need.

William and Marilyn MacCartney Family Endowed Scholarship: Established by Michael Alan Berk and Kerry MacCartney Berk in tribute of Kerry M. Berk's parents' lifelong encouragement of scholarship, initiative and leadership. Awarded to one or more worthy and promising students.

MacPherson Scholarship: Established by the Foundation, to be awarded to residents of Adams County, Pennsylvania, or Carroll County, Maryland.

James Eugene '16 and Ralph '22 Mahaffie Scholarship Fund: Created by Ralph Mahaffie '22 in honor of his brother James Eugene Mahaffie '16, to be awarded to worthy and promising students.

Francis E. and Wilda P. Malcolm Family Scholarship Fund: Established by Ann B. Malcolm '71, to be awarded to a first-year student and may be continued up to four years.

Charles H. May (1904) Scholarship Fund: Created by Mr. May, to be awarded to deserving male students from York County, Pennsylvania.

Charles B. McCollough Jr. Memorial Scholarship Fund: Created by Charles B. McCollough '16 and Florence McCollough in memory of their son, and by H. R. Earhart in memory of his grandnephew. Awarded to one or more worthy male students.

Robert McCoy Scholarship Fund: Established by the family and friends of Robert McCoy, to be awarded to one or more worthy and promising students.

William R. McElhiney (1936) Scholarship Fund: Created by William R. and Pauline McElhiney, to be awarded to needy and deserving students who demonstrate an interest in the College band and choir.

Michael J. McTighe Memorial Scholarship Fund: Established by his wife, Carolyn L. Carter, family members and friends, to be awarded to a first-year student. Preference is given to first-generation college students and/or students whose enrollment at Gettysburg College would increase the racial and ethnic diversity of the student population.

Dorothy Rudolph Mechling and Allen Fred Mechling Scholarship: Established from the estate of Dorothy Rudolph Mechling '44, awarded annually to "worthy and promising students" who have graduated from high school within the top ten percent of their class. One award is designated for a premedical student, another for a pre-ministerial student, and three for any other major in the liberal arts.

Dr. John E. Meisenhelder (1897) Scholarship Fund: Established by Dr. Meisenhelder, to be awarded to a deserving student.

Jane S. Melber (1983) Memorial Scholarship Fund: Established by Theodore W. and Lucile M.

Melber in memory of their daughter, to be awarded to worthy and promising students for the study of music in Great Britain.

Forrest L. Mercer (1908) Scholarship Fund: Created by Forrest L. Mercer, to be awarded to a deserving and needy student.

Carl F. and Dorothy Miller Scholarship Fund: Established by the Carl F. and Dorothy Miller Foundation, to be awarded to a student pursuing accounting or a science-related course of study.

J. Elsie Miller (1905) Scholarship Fund: Created by Mr. Miller, to be awarded to a preministerial student.

Robert H. Miller (1938) and Paul D. Miller (1940) Brazilian Scholarship Fund: Awarded to one or more needy and worthy students. First reference is given to a student wishing to study in Brazil for a semester or a year; second preference is given to a Brazilian student entering as a first-year student, who graduated from either the Escola Americana, Rio de Janeiro, the Escola Graduada de Sao Paulo, or Pan American Christian Academy.

Miller-Dewey Scholarship Fund: Created by the Rev. Adam B. Miller (1873), to be awarded to a deserving student.

Rev. William J. Miller (1903) Scholarship Fund: Established by Mary Willing Miller, to be awarded to worthy young persons. Preference is given to students preparing for the Lutheran ministry and especially to those from Tabernacle Evangelical Lutheran Church, Philadelphia, Pennsylvania.

M. Scott and Margaret A. Moorhead Scholarship Fund: Awarded to a student with a strong interest in music; preference is given to a student with interest to continue piano or organ instruction.

Anna Jane Moyer Scholarship Fund: Established by Anne Keet Hanson in memory of her husband, Dr. C.A. Hanson, President Emeritus, to honor Anna Jane Moyer, retired librarian, and the library staff, awarded to worthy and promising senior students who have maintained at least a 3.0 average in their major after their junior year and who have demonstrated an interest and ability in conducting scholarly research.

Charles D. Moyer (1957) Scholarship Fund: The income from a fund contributed by Charles D. Moyer, his family, and friends is awarded to worthy and promising students in need of

scholarship aid. Preference is given to students who can contribute to the ethnic and intercultural environment of the College.

John E. Mumfer (1930) Memorial Scholarship Fund: Awarded to a needy and worthy first-year student, and may be continued up to four years.

Andrew Lee Muns Memorial Scholarship: Established by Dr. Mary Lou Taylor, Mr. Frank Muns, and Mr. Thomas A. Muns, in loving memory of their brother, Andrew Lee Muns, a 1965 graduate of Gettysburg College. Preference is given to students majoring in chemistry, biology, biochemistry/molecular biology, or related sciences.

Musselman Scholarship Fund: Established by the Musselman Foundation, to be awarded to a deserving student; preference is given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

Arthur B. Myers and Marion V. Myers Scholarship Fund: Awarded to needy and deserving students of good moral character.

Albert C. and Linda Neumann Endowment Fund: Established by Albert C. Neumann '64, to be awarded to one or more worthy and promising students. Preference is given to students with an interest in pursuing a career in the health sciences.

John Spangler Nicholas (1916) Scholarship Fund: Created by John Spangler Nicholas, to be awarded to a member of the junior or senior class of sterling character and high intellectual ability in the field of biology, preferably zoology.

Henry B. Nightingale (1917) Scholarship Fund: Awarded to worthy students who have successfully completed their first two years at the College.

Patrick F. Noonan (1965) Scholarship Fund: Established by Patrick and Nancy Noonan, to be awarded to one or more needy and worthy students. Preference is given to the student or students who are majoring in management and have demonstrated leadership ability through active participation and excellent performance in extracurricular activities.

Charlotte L. Noss Scholarship Fund: Established by Charlotte Noss, to be awarded to a needy and deserving woman student from York County, Pennsylvania.

Edward J. Nowicki Jr. (1935) and Christine M. Nowicki Scholarship Fund: Awarded to one or more worthy and promising students.

John P. O'Leary Jr. (1969) and Pamela O'Leary (1969) Scholarship Fund: Awarded to a worthy and promising student.

Paul F. Olinger (1922) and Anna E. Olinger Scholarship Fund: Created by Gertrude Olinger, to be awarded to one or more needy and worthy students. Preference is given to students interested in the ministerial or teaching professions.

Nellie Oller and Bernard Oller Memorial Scholarship Fund: Created by Ida R. Gray in memory of her daughter and son-in-law, to be awarded to a deserving student; preference is given to a Lutheran applicant from Waynesboro, Pennsylvania.

One in Mission Scholarship Fund: Established by the One in Mission Campaign of the Evangelical Lutheran Church in America, to be awarded to worthy and deserving students; preference is given to students who are Lutheran.

Lovina Openlander Scholarship Fund: Awarded to needy and deserving students.

The John K. Orr Endowed Scholarship: Established by John K. Orr '70. Awarded to one or more worthy and promising students in need, with preference given to students with special needs.

Robert A. Ortenzio '79 Scholarship Fund: Established by Robert A. Ortenzio '79, preference is given to worthy students who have demonstrated excellence and leadership in one or more extracurricular activities.

Thomas O. Oyler Scholarship Fund: Created by Thomas O. Oyler Sr., and his wife, Janet B. Oyler, in honor of their children, Thomas O. Oyler Jr., Jane A. Oyler, Jerome P. Oyler, William J. Oyler '77, and Susan T. Oyler '85, to be awarded to a deserving Pennsylvania student whose major is management or German, with elective courses in the other field of study.

C. Eugene Painter Scholarship Fund: Established by C. Eugene Painter '33, to be awarded to one or more worthy and promising students; preference is given to students majoring in chemistry.

Steven E. Parker '73 Endowed Scholarship: Awarded to one or more worthy and promising students.

Lillian M. and William H. Patrick Jr. (1916) Scholarship Fund: Created by William H. Patrick Jr., to be awarded on a competitive basis to students with musical ability, who demonstrate financial need.

C. Gloria Paul Scholarship Fund: Awarded to graduates of Weatherly Area High School who have financial need.

The Mary A. and Rufus D. Paul Endowed Scholarship Fund: Established by Dr. Ronald L. Paul '59 and Jane N. H. Paul, including gifts in memory of Dr. Paul's parents, Mary A. Paul and Rufus D. Paul. Awarded to an entering first-year student and continued up to four years, if the recipient maintains a satisfactory grade point average and satisfactorily progresses toward a baccalaureate degree.

Willard S. Paul Scholarship Fund: Established by friends of the College on the occasion of President Paul's retirement. Awarded to a deserving student.

Martin L. Peters (1913) and Martin F. Peters (1937) Scholarship Fund: Created by Martin F. Peters, to be awarded to one or more worthy and promising students.

James D. Pickering and Charles H. Glatfelter Endowed Scholarship Fund: Established by Anne Keet Hanson in memory of her husband, Dr. C.A. Hanson, President Emeritus, to honor Dr. James D. Pickering and Dr. Charles H. Glatfelter, distinguished professors and former Deans of the Faculty during Dr. Hanson's tenure as President. Preference shall be given to worthy and promising junior or senior students majoring in history or English who have maintained at least a 3.0 average after their sophomore year.

Earl G. Ports (1923) Scholarship Fund: Established by Horace G. Ports (1925) in memory of his brother, to be awarded to a worthy student, preferably in the field of physics.

Dr. and Mrs. William F. Railing Endowed Scholarship Fund: Established by Dr. and Mrs. William F. Railing, the scholarship will be given to a rising senior economics major of high academic achievement, in need of scholarship funds, who has made positive contributions to the College community and/or the Gettysburg community.

Dr. and Mrs. Carl C. Rasmussen Scholarship Fund: Created by the Reverend Carl C. '12 and Alma I. Rasmussen, to be awarded to a deserving

student. Preference is given to a student preparing for the ministry in the Lutheran Church.

David W. Raymond (1967) Endowed Scholarship: Awarded to one or more worthy and promising students. Preference given to students who express an interest in attending law school or are majoring in history, political science, economics, management, English, sociology, or psychology.

Rev. Clay E. Rice (1911) Scholarship Fund: Established by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, to be awarded to a student preparing for the ministry.

John S. and Luéne Rice Scholarship Fund: Established by Ellen F. and Luéne Rice, to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

James A. Rider Scholarship Fund: Established by James A. Rider, to be awarded to worthy and deserving students in financial need. First preference is given to dependents of active employees of Thermos Industries, Inc., of Raleigh, North Carolina; second preference is given to students who compete in intercollegiate athletics; and third, to students who may be orphans.

Steven P. Riggs Music Scholarship Fund: Established by Patricia C. Chamberlain, to be awarded to one or more worthy and promising students, preferably members of the Gettysburg College Choir.

Clarence B. Rogers Jr. Endowed Scholarship Fund: Established by the Equifax Foundation to honor Clarence B. "Jack" Rogers Jr. '51 for his years of leadership at Equifax. Awarded to one or more worthy and promising students who exhibit high motivation and excellent academic achievement and who qualify for Presidential Scholarships based on merit. Preference is given to students with demonstrated interest in public service.

The Carlene and Randolph Rose '73 Endowed Scholarship Fund: Awarded to one or more worthy and promising students.

Lawrence E. Rost (1917) Scholarship Fund: Established by Jeanne Preus Rost in memory of her husband, Lawrence E. Rost, to be awarded to deserving students. First preference is given to descendants of Charles A. Rost, Red Lion, York County, Pennsylvania.

Philip P. Rudhart Scholarship Fund: Created by Emma Bennix in memory of her brother, to be awarded to deserving male students.

Mary Sachs Scholarship Fund: Established as a memorial to Mary Sachs, to be awarded to a needy and deserving student; preference is given to a student in management whose interests are in retailing.

Grace Durboraw Sahle '33 Endowed Scholarship Fund: Created by Knute Sahle '35 as a lasting memorial to his late wife, to be awarded to one or more worthy and promising students.

Charles Samph Jr. Scholarship Fund: Established by the friends and family of Charles Samph Jr., to be awarded to one or more worthy and promising students. Preference is given to students involved in the campus Greek system and who major in mathematics.

Andrew C. Schaedler Foundation Scholarship: Established as a memorial to Andrew C. Schaedler, to be awarded to worthy and needy students from Central Pennsylvania who graduated from a high school located in Dauphin, Lebanon, Cumberland, York, Franklin, Lancaster, Perry, Mifflin, Adams, Northumberland, or Huntingdon Counties.

Jeffrey M. Schissler (1971) Scholarship Fund: Established by Melvin and Greta Schissler, to be awarded to a worthy and promising student. First preference is given to a student majoring in Theatre Arts; second preference, to a student majoring in English.

Calvin L. Schlueter Scholarship Fund: Created by Calvin F. Schlueter, to be awarded to needy and promising students.

Scholarship for Community Service Leadership: Established by Kenneth C. Lundeen, to be awarded to a first-year student and may be continued up to four years. Preference is given to students who demonstrate an active interest in voluntary community service.

Brent Scowcroft Scholarship Fund: Awarded to a needy and deserving student.

The Robert G. Seaks Scholarship: Established by Terry G. Seaks to honor the memory of his father, an alumnus of Gettysburg College. Awarded to one or more worthy and promising

students who exemplify the academic excellence of Robert G. Seaks, Class of 1931, whose outstanding record earned him Class Honors and election to Phi Beta Kappa.

Gregory Seckler (1965) Memorial Scholarship Fund: Created by Mr. and Mrs. J. M. Arnold Sr. in memory of Gregory Seckler, to be awarded to a deserving student. Preference is given to an English major.

Senior Scholarship Prize: Established by the Class of 1996, to be awarded to one male and one female junior advancing to the senior year who best exemplify the College through academics and service to the community.

Ralph E. Sentz (1949) Scholarship Fund: Created by Ralph E. Sentz and his wife, Veronica, to be awarded to needy and deserving students. Preference is given to those with disabilities.

J. Douglas Shand Endowed Presidential Scholarship: Established by J. Douglas Shand to support a student who has attained at least sophomore status and who plans to major in psychology.

The Peter Jay Sharp Foundation Scholarship: Established by Norman Peck and the directors of the Peter Jay Sharp Foundation for qualifying science students.

Samuel Shaulis (1954) Memorial Scholarship Fund: Established by Barry B. Wright '55 and other friends and family of Samuel Shaulis, to be awarded to one or more worthy and promising students. Preference is given to students who, beyond other academic and personal qualifications, have a special interest in extracurricular activities.

Joseph T. Simpson/Dwight D. Eisenhower Scholarship Fund: Established by the friends and colleagues of Joseph Simpson, to be awarded to needy and worthy students. Preference is given to those students with exceptional leadership ability.

Edgar Fahs Smith (1874) Scholarship Fund: Created by Margie A. Smith in honor of her father, Edgar Fahs Smith, to be awarded to a student recommended by the Department of Chemistry.

George Wellington and Lucy Herr Smith Scholarships: A bequest from the estate of Lucy Herr Smith; George Wellington Smith was a member of the Class of 1924.

The Jessica Weaver Smith (Class of 1927) Family Endowed Scholarship: Established by Jessica Weaver Smith, Class of 1927, from her estate, awarded to one or more worthy and promising students.

Robert D. Smith Endowed Scholarship Fund: Established by friends and former athletes of Robert S. Smith '59, in recognition of the impact Robert D. Smith had on the lives of countless Gettysburgians. Awarded to a worthy and promising student.

Ronald James Smith (1972) and Diane (Werley) Smith (1973) Endowed Scholarship Fund: Awarded to one or more worthy and promising students who are in need.

Alethea J. Snyder '73 Endowed Scholarship: Established by Alethea J. Snyder '73, to be awarded to one or more worthy and promising students. First preference is given to individuals who maintain a 3.0 GPA or higher.

Albert E. Speck (1927) Scholarship Fund: Awarded to a first-year student, and may be continued up to four years.

Mary Ann Orker Spital Scholarship Fund: Awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund: Created by the friends of General Stackpole, to be awarded to a deserving student. Preference is given to a student in American history interested in the Civil War.

Arthur Kistler Staymates Scholarship Fund: Established by Mildred C. Stine, to be awarded to one or more needy and worthy students. First preference is given to students preparing for careers in the ministry or education; second preference, to students from Frederick County, Maryland.

Bruce R. Stefany '71 Scholarship: Awarded to one or more worthy and promising students.

Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund: Established by Dr. Charles M. A. Stine '01 in memory of his parents, to be awarded to a preministerial student.

Earl K. Stock Scholarship Fund: Created by Earl K. Stock '19, to be awarded to one or more needy and deserving students.

Robert (1933) and Betty Stockberger Scholarship Fund: Awarded to needy and promising students.

Strine-Manners Scholarship Fund: Established in honor and memory of Howard H. Strine, M.D. '24, Virginia Manners Strine, Dana Whitman Manners, and Elizabeth Manners. Awarded to two or more worthy and promising students.

F. Stroehmann Scholarship Fund: Established by the family of F. Stroehmann, to be awarded to one or more needy and deserving students.

Dr. J.H.W. Stuckenberg Scholarship Fund: Created by Dr. Stuckenberg, to be awarded to a qualified student.

Surdna Foundation Scholarship Fund: Established by the Surdna Foundation, to be awarded to students of exceptional academic ability and outstanding promise of contributions to the College.

Rev. Viggo Swensen (1931) and Martha Swensen Scholarship Fund: Awarded to a first-year student, and may be continued up to four years.

Warren L. Swope (1943) Scholarship Fund: Created by Warren L. Swope, a career diplomat, to be awarded to a qualified student. Preference is given to students of American parentage who have spent a significant portion of their precollege years abroad.

Raymond A. Taylor (1937) Scholarship Fund: Established by Dr. and Mrs. Raymond A. Taylor, to be awarded to one or more worthy and promising students.

William J. (1929) and Ruth Krug Thomas (1928) Scholarship Fund: Created by the Thomases in gratitude for the contribution the College has made toward the enrichment of their lives, to be awarded to worthy students, preferably English majors.

Colonel Walter K. Thrush Fund: Established by Edna L. Thrush in memory of her husband, Walter K. Thrush '19, to be awarded to a student who is a member of ATO Fraternity studying in the field of engineering.

Robert and Donna Tillitt Scholarship Fund: Established by Mr. and Mrs. Robert Tillitt, to be awarded to one or more needy and deserving students who have an interest in music.

William F. and Barbara M. Tyree Endowed Scholarship: Established by William M. Tyree '73, to be awarded to a worthy and promising student. First preference is given to a well-

rounded student who excels both in and out of the classroom and who is from Long Island, New York.

Martin L. Valentine (1912) Scholarship Fund: Created by Martin L. Valentine, to be awarded to a needy and deserving student majoring in chemistry.

Lloyd Van Doren Scholarship Fund: Established by Tempie Van Doren, to be awarded to one or more needy and deserving students.

John H. von der Lieth Memorial Musical Scholarship Fund: Established through a gift to the ELCA Foundation of The Evangelical Lutheran Church in America, by Mrs. von der Lieth in memory of her husband. To be awarded to needy and deserving students who are studying music. Preference given to those studying organ or piano.

Parker B. Wagnild Scholarship Fund: Created by alumni and friends of the Gettysburg College Choir, to be awarded to needy and deserving music students.

Parker B. and Helen D. Wagnild Music Scholarship Fund: Established by Helen D. Wagnild, to be awarded to worthy and promising music students.

John G. Walborn (1937) Scholarship Fund: Created by John G. Walborn, to be awarded to needy and deserving students. Preference is given to students majoring in economics or management.

Clayton D. (1948) and Anne Ilgen Warman (1948) Endowed Scholarship Fund: Awarded to one or more worthy and promising students who are in need of scholarship funds.

Stuart Warrenfeltz Memorial Scholarship Fund: Established by Ethel Warrenfeltz McHenry in memory of her son Stuart Warrenfeltz, to be awarded to a worthy young man. Preference is given to students from Funkstown, Washington County, Maryland.

Dr. Rufus B. Weaver (1862) Scholarship Fund: Created by Dr. Weaver, to be awarded to deserving students.

Rev. David Sparks Weimer and Joseph Michael Weimer/Dwight D. Eisenhower Scholarship Fund: Created by Mrs. Ralph Michener, daughter and sister of David and Joseph Weimer, to be awarded to needy and worthy students.

Senator George L. Wellington Scholarship Fund: Established by Mr. Wellington, to be awarded to a deserving Lutheran preministerial student.

Paul B. and Mary E. Werner Scholarship Fund: Created by Paul and Mary Werner, to be awarded to a preministerial student; preference is given to students from Glen Rock, Pennsylvania, or York County, Pennsylvania.

Richard C. Wetzel Scholarship Fund: Created by Richard C. Wetzel, to be awarded to a deserving and needy student.

The Barbara Turner White '74 and Bruce Murray White Endowed Scholarship: Established by Barbara Turner White '74, to be awarded to one or more worthy and promising students.

Stella Moyer Wible (1927) Scholarship Fund: Established by Helen A. Moyer, to be awarded to worthy and promising students with an outstanding record of academic achievement.

Bertram M. Wilde Scholarship Fund: Established by members of the family of Bertram M. Wilde, to be awarded to worthy and promising students. Preference is given to students who have demonstrated superior character and industry, as well as diverse interests and active participation in extracurricular and academic affairs.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund: Created by Amelia C. Winter in memory of her parents, to be awarded to a needy and deserving student.

Charles W. Wolf 1934 Scholarship Fund: Established by David '68 and Jennifer LeVan to honor the life and many contributions of Attorney Charles W. Wolf (1912–2001), awarded to worthy students from Adams County, Pennsylvania, who are enrolled at Gettysburg College. A prominent native son of Adams County, Wolf was a 1934 graduate and a trustee emeritus of the College, a former attorney to President Dwight David Eisenhower, and founder of The Eisenhower Society.

Woman's League Scholarship Fund: Established by the Woman's General League of Gettysburg College, to be awarded to needy and promising students.

Peter W. Wright Scholarship Fund: Established by LT COL Peter W. Wright, USAF (RET), to be awarded to one or more worthy students. Preference is given to students who have an

interest and involvement in extracurricular activities and are members of Alpha Tau Omega Fraternity.

Yocum Family Scholarship: Established by James H. Yocum, to be awarded to one or more deserving students.

The Martha M. Yocum Scholarship Fund: Created by Dr. Ronald H. Yocum '61, to be awarded to a junior or senior majoring in chemistry or biochemistry with an overall grade point average of 2.85 and a minimum grade point average in their major of 3.0.

John T. Ziegler, DDS, (1952) Pre-Dental Scholarship Fund: Awarded to one or more worthy pre-dental students. First preference is given to the junior or senior student who has achieved the highest academic standing and who has applied to a U.S. dental school to pursue a DDS or DMD degree.

Dr. John B. Zinn Scholarship in the Sciences: Established by the Class of 1941, to be awarded to talented students pursuing a science education.

John B. Zinn Scholarship Fund: Established by friends and former students of Professor John B. Zinn, former chair of the chemistry department, to be awarded to needy and promising students. Preference is given to students preparing for fields associated with the healing arts.

Loan Funds

Edward Anderson (1955) and Patricia Anderson Loan Fund: Established by Edward and Patricia Anderson, to provide loans to Lutheran students who have exhibited creative and entrepreneurial tendencies while in high school and through their activities at Gettysburg College.

Milton T. Nafey and Mary M. Nafey Student Loan Fund: Created by Mary M. Nafey, to provide a fund for student loans.

Eva R. Pape Student Loan Fund: Established by Eva R. Pape of Gettysburg, Pennsylvania, to provide students of high promise with financial assistance.

David Forry Powers Loan Fund: Established by Catherine N. Maurer in memory of her nephew, David Forry Powers '62, to provide loans to needy and worthy students.

Other Scholarship Aid

Aid Association for Lutherans Campus Scholarship: Makes available scholarship funds to assist needy students who hold membership with the Association. Selection of recipients is made by the College.

Frank D. Baker Scholarship: Aids worthy students in immediate need. Selection of recipients is made by the College.

Robert Bloom Research Award: Supports seniors pursuing research in Senior Research Seminars in the Department of History.

Center for Public Service Endowed Fund for Volunteer Service: Established by the Board of Fellows to support students participating in volunteer programs of the Center for Public Service. Special consideration is given to students who demonstrate a commitment to activism and public service.

Class of 1995 Service Learning Project: Awarded to a student who needs financial aid to participate in a service-learning project.

Robert W. Dickgiesser Memorial Fund: Provides aid to students participating in volunteer programs of the Center for Public Service.

Dwight D. Eisenhower/Conrad N. Hilton Scholarship: Created by the Conrad N. Hilton Foundation to support the tuition cost for a semester of study abroad. Scholarship is awarded competitively to a student who shows, through career aspirations and corresponding curriculum choices, an appreciation of the role that travel, global trade, and cross-cultural exchange can play in fostering international understanding.

W. Emerson Gentzler (1925) Scholarship: Established by W. Emerson Gentzler, to be awarded to deserving students, with preference given to members in good standing of one of the 4-H Clubs of York County, Pennsylvania.

Charles E. and Mary W. Glassick Scholarship Fund: Established by the Board of Trustees in honor of former President and Mrs. Glassick, to be awarded to one or more worthy and promising students.

J. David Hair Endowed Fund for Volunteer Service: Established to support students participating in volunteer programs of the Center for Public Service.

Julius Hlubb Athletic Endowment: Created to support the College's athletic program.

R. M. Hoffman Memorial Scholarship Fund: Established by Margaret L. Hoffman in memory of her father, to be awarded annually as part of the Dwight D. Eisenhower Scholarship Program.

Dean W. Hollabaugh Scholarship: Awarded to one or more students who merit financial assistance.

The Dr. Wade F. Hook Endowed Fund for Volunteer Service: Established by Malverda P. Hook and memorial gifts in thankful recognition of Dr. Wade F. Hook's lifelong commitment to volunteerism and public service. Awarded to students with need who may not otherwise participate in volunteer programs, with preference given to students who have expressed an interest in a teaching career or Christian ministry.

Lutheran Brotherhood Lutheran Senior College Scholarship: Awarded to Lutheran students who will begin their first year of post-secondary study at Gettysburg College. Recipients are selected by Gettysburg College on the basis of scholastic achievement, religious leadership, and financial need.

Lutheran Brotherhood Members' Scholarship Program: Established to assist Lutheran Brotherhood members attending accredited post-secondary institutions. Information is available from the Lutheran Brotherhood, 625 Fourth Avenue South, Minneapolis, Minnesota 55415.

Guy L. Moser Scholarship: Established Guy L. Moser, to support grants to students from Berks County, Pennsylvania who are majoring in history or political science and who rank in the upper third of their class. Application should be made directly to Ms. Kim M. McKeon, Hamilton Bank, P.O. Box 141, Reading, Pennsylvania 19603.

Ernest D. Schwartz (1916) Scholarship: Established in memory of Ernest D. Schwartz, to be awarded to a needy and worthy student. Recipient is selected by the College.

Clare M. Stecher Scholarship: Established by Clare M. Stecher, to be awarded to needy students from Hummelstown, Pennsylvania.

Weaver-Bittinger Classical Scholarship: Created by Rufus M. Weaver (1907), to be awarded to a needy and deserving student(s) who has demonstrated outstanding academic achievement. Recipients are selected by the College.

Weaver Classical-Natural Science-Religion Scholarship: Created by Rufus M. Weaver (1907), to be awarded to a deserving student pursuing a classical, natural science, or religion course of instruction. Recipients are selected by the College.

Rufus M. Weaver Mathematical Scholarship: Created by Rufus M. Weaver (1907), to be awarded to deserving students pursuing a mathematical course of instruction. Recipients are selected by the College.

Gettsyburg College has benefitted over the years and continues to benefit from the income of funds contributed to the College's endowment. Income from unrestricted endowment funds may be used for the general purpose of the College or for any special purposes; income from restricted endowment funds is used solely for the purpose specified by the donor. The generous support of the donors listed below has been vital to the continuing success of the College.

(Unrestricted)

Allshouse Family Endowment Fund: In honor of William Craig Allshouse (1981) and Mrs. Catherine Reaser Allshouse (1924), and in memory of William Kenneth Allshouse (1925) and Richard Reaser Allshouse (1950).

Alumni Memorial Endowment Fund

Jackson Anderson (1977) and Laurene Anderson (1977)

E. W. Baker Estate

Frank D. Baker

Robert J. Barkley Estate

Charles Bender Trust

Fay S. Benedict Memorial Fund

H. Melvin Binkley Estate

Margarethe A. Brinkman Estate

H. Brua Campbell Estate

Dr. John Chelenden Fund (1928): In honor of John B. Zinn (1909)

Class of 1919 Fund

Class of 1926, 60th Reunion Fund

Louise Cuthbertson: In memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson.

Charles W. Diehl Jr. (1929)

Harold Sheely Diehl Estate

Geo. & Helen Eidam Trust

Faculty and Staff Memorial Endowment Fund

Ralph C. Fischer

Robert G. Fluhrer (1912)

The Ford Foundation

Walter B. Freed Estate

Owen Fries Estate
Richard V. Gardiner Memorial Fund

The Garman Fund: A perpetual family memorial.

The Gettsyburg Times

Mamie Ragan Getty Fund

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

James H. Gross Estate

William D. Hartshorne Estate

George G. Hatter (1911)

Adam Hazlett (1910)

J. Kermit Hereter Trust

Ralph E. Heusner Estate

Joseph H. Himes (1910)

Marion Huey

Karl F. Irwin Trust

John E. Jacobsen Family Endowment Fund

Bryan E. Keller Estate

Edmund Keller Estate

Caroline C. Knox

William J. Knox (1910)

Frank H. Kramer (1914) and Mrs. Kramer

Harris Lee Estate

Ralph D. Lindeman Memorial Fund

The Richard Lewis Lloyd Fund: In memory of Arthur C. Carty

Robert T. McClarin Estate

Ralph McCreary Estate

James MacFarlane Fund, Class of 1837

J. Clyde Markel (1900) and Caroline O. Markel

Robert T. Marks

Fred G. Masters (1904)

Ralph Mease Estate

Gertrude Maddock Trust

A.L. Mathias (1926)

John H. Mickely (1928): In memory of his brother William Blocher Mickely.

Alice Miller

Robert H. Miller

Thomas Z. Minehart (1894)

Ruth G. Moyer Estate:

Professor's Endowment Fund

Bernice Baker Musser

Helen Overmiller

Ivy L. Palmer

Joseph Parnent Company

Floyd & Eva Peterson

Andrew H. Phelps

C. Lawrence Reback

Mary Hart Rinn

Carroll W. Royston Estate

Sarah Ellen Sanders

Robert and Helene Schubauer Estate

Anna D. Seaman

A. Richard Shay (1928)

Paul R. Sheffer (1918)

Herbert Shimer (1896)

Robert O. Sinclair

Albert T. Smith Memorial Fund

James Milton Smith Fund

Anna K. and Harry L. Snyder

Mary Heilman Spangler

Harvey W. Strayer

Leah Tipton Taylor Estate

Veronica K. Tollner Estate

Romayne T. Uhler '23 Estate: For the memorial of Rev. George I. Uhler, Class of 1895

Edith Wachtler Estate

Vera and Paul Wagner Fund

Walter G. Warner Memorial Fund: Given by Bergliot J. Wagner

Leona S. & L. Ray Weaver Memorial Fund

Richard C. Wetzel

Jack Lyter Williams (1951) Memorial Fund

Alice D. Wrather

Romaine H. Yagel Trust

George L. Yocum Memorial Fund

John and Caroline Yordy Memorial Fund

(Restricted)

Mary Catherine Albaugh (Class of 1954) Chemistry Fund for Student Research: Established from a bequest from her estate to be used to award annual summer research stipends to students majoring in chemistry and/or biochemistry and molecular biology.

Conrad Christian Arensberg Memorial Fund: Established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

Robert Barnes Memorial Fund: Created to support a combined dinner and lecture each spring during the Biology Awards Day.

Edward J. Baskerville Memorial Book Fund: Created by Robin Wagner and Michael J. Birkner '72, with additional contributions from alumni and friends, as a memorial for Edward J. Baskerville, Professor of English from 1956 to 1997, for the acquisition of contemporary fiction for the library's collection.

The Rev. Peter C. Bell Memorial Lectureship Fund: Created for the establishment of a lectureship on the claims of the gospel on college men.

Bikle Endowment Fund: Established in 1925 to honor Dr. Philip Bikle (1866), dean of Gettysburg College, 1889–1925. Used to support debating.

Joseph Bittinger: Chair of political science.

Lydia Bittinger: Chair of history.

Joseph and Lydia Bittinger Memorial Fund: Established to support the needs of the history and political science departments.

Blavatt Family Lectureship: Created to establish the Blavatt Family Lecture Series in Political Science.

Robert Bloom Fund: For Civil War Institute.

Merle S. Boyer Chair in Poetry: Established to create a faculty chair in poetry.

The Chang-Burton Fund for Creative Teaching: Established by Charles A. Burton and Melinda Chang Burton, members of the Class of 1967, to preserve and strengthen the tradition of distinguished teaching at Gettysburg College. Preference is given to proposals that enhance faculty members' ability to meet the unique challenges of a classroom environment that is in transition due to an increase in the number of students from races or cultures historically underrepresented at Gettysburg College.

Mr. & Mrs. Thomas Citron: Established by Mr. & Mrs. Thomas Citron (1947) to endow insurance on a 1934 oil painting by Minna Citron.

Class of 1911 Memorial Trust Fund: Established in 1961, on the fiftieth anniversary of the Class of 1911, to provide income for the purchase of books for the College library.

Thomas Y. Cooper Endowment: A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American history, as a memorial to his parents, Dr. & Mrs. Moses Cooper; and (b) for the operating budget of the library.

Dr. Allan Cormack Summer Research Grant in Physics: Established by Richard C. Ellis and Margaret Eichman Ellis in memory of Dr. Allan Cormack, Nobel Laureate in Medicine and relative of the donors. A research grant is presented annually to a rising senior student selected by the faculty of the Department of Physics.

William C. Darrah Lectureship: Created for the biology department to use for a Darrah Lecture every two or three years.

William C. Darrah Prize: Created to support a yearly prize for students in the biology department

A. Bruce Denny Fund: Created by fellow students in memory of A. Bruce Denny (1973), to purchase library books.

Joe Derrig Memorial Fund: Established to subsidize student participation in a service-learning program related to AIDS. Also supports a yearly presentation on AIDS awareness.

Luther P. Eisenhart Fund: Established for the use of emeriti faculty and widows of former members of the faculty in need of assistance.

Harold G. Evans Chair in Eisenhower Leadership Studies: Established to foster an educational program in leadership.

Esther Kenyon Fortenbaugh Endowed Internship: Created by Robert B. Fortenbaugh and Esther Kenyon Fortenbaugh to fund a semester-long or summer internship for a student interested in pursuing studies in librarianship, information science, preservation or museum work during the fall or spring semester or in the summer.

The Georgia A. Franyo Endowed Fund for the Department of Theatre Arts: Administered by the Provost to provide grants to support faculty and program development in the Department of Theatre Arts at Gettysburg College.

Clyde E. and Sarah A. Gerberich Endowment Fund: Established in memory of Dr. Robert Fortenbaugh (1913) to support a series of lectures. Fund is also supported by a matching gift from the Hewlett Foundation to support the Robert Fortenbaugh Memorial Lecture.

Gettysburg Review Fund: Established to provide annual support for the *Gettysburg Review*.

Russell P. Getz Memorial Fund: Established for support of the music department.

Millard E. Gladfelter Prize: Created to support a student who has completed the junior year at Gettysburg College with excellent scholarship in the social sciences, and especially American history. To be used for research and a thesis report during the senior year.

J. Donald and Mary Herr Glenn Endowment Fund: To be used for educational purposes at the discretion of the President of the College, subject to supervision of the Board of Trustees.

Fund for Global Understanding: Established by Dr. Janet M. Powers, Global Studies Coordinator and Associate Professor of Interdepartmental Studies and Women's Studies, with additional contributions, and Kenneth P. Powers: an endowment to secure and strengthen the Global Studies Program.

Dr. C.A. Hanson, President Emeritus, and Anne Keet Hanson Endowment Funds for the Beautification of Campus Grounds: The income from gifts to be used to support the landscaping, maintenance, cultivation, and beautification of college grounds.

Jean Landefeld Hanson Fund: Established in 1971 by family and friends of the late wife of former President C. Arnold Hanson, to support purposes related to the Chapel program.

George Hatter Fund: Income from this restricted endowment fund will be transferred to principal for a period of 60 years. After 60 years, the fund will be closed and transferred to Unrestricted Endowment/Hatter Fund.

The John A. Hauser Executive-in-Residence Fund: Established by family and friends of John A. Hauser and Gettysburg College, to support a business or governmental executive-in-residence.

R.F.H. Memorial Library Preservation Fund for Musselman Library: Established by Barbara Ann Holley '54, in loving memory of her brother, Robert Franklin Holley, to support preservation of materials in Musselman Library.

Barbara Ann Holley '54 Endowed Internship in Library Studies: Established by Barbara Ann Holley '54 to support a full-time internship at Musselman Library designed for a recent graduate considering a career in information science, librarianship, or archives and records management.

The Harry D. Holloway Memorial Fund: Created to support purposes of keeping alive on campus the spirit of Abraham Lincoln.

The Donald and Kathleen Hudson Fund for Student Associates in Education: Established by Robert H. and Edna Mae Black Fischer to honor the late Donald Hudson, for his service in public school administration, and his surviving spouse, Kathleen Black Hudson '37, for her service to public school teaching.

Japan Program Fund: Created for use by the library department to purchase library and instructional materials related to Japan.

Stanley G. and Frances P. Jean Fund: To assist the Center for Public Service at Gettysburg College in the commendable efforts being made to meet current-day public service needs and objectives by improving and expanding programs offered through the Center.

William R. Kenan Jr. Endowment Fund for Teaching Excellence: Established to support high quality and effective teaching.

Edwin T. Johnson and Cynthia Shearer Johnson Distinguished Teaching Chair: Established by Edwin T. '51 and Cynthia Shearer '52 Johnson.

Ralph D. Lindeman Memorial Fund: Established by family and friends in memory of Ralph D. Lindeman, to be used annually by the English Department for the purchase of books.

MNC Management Curriculum: Created by the Maryland National Foundation to provide financial support for the management program.

Dr. G. Bowers and Louise Hook Mansdorfer Distinguished Chair in Chemistry: Established to provide an endowed chair in chemistry. Provides funds for faculty salaries, research needs, payment for research assistants, and travel for conferences.

Andrew Mellon Foundation Fund: Created to support interdisciplinary teaching and small group learning projects for workshops.

Dr. Amos S. and Barbara K. Musselman Art Endowment Fund: Created to support and advance knowledge and appreciation of art at Gettysburg College.

Dr. Amos S. and Barbara K. Musselman Chemistry Endowment Fund: Created to support the chemistry program, primarily through the purchase of laboratory equipment and supplies.

Musselman Endowment For Music Workshop: Established by the Musselman Foundation to support workshops in music performance and seminars in music education.

Musselman Endowment For Theatre Arts: Created by the Musselman Foundation to support visits to the campus by individuals with expertise in the technical aspects of the theatre.

Musselman Endowment for Visiting Scientists: Created by the Musselman Foundation to support visits by scientists to the College.

NEH Fluhrer-Civil War Chair: Created by the Robert Fluhrer estate to establish a Civil War Chair in the history department.

NEH Fund for Faculty and Curriculum Development in the Humanities: Established by a Challenge Grant from the National Endowment for the Humanities to promote high quality work in the humanities through faculty and curriculum development activity of particular merit. Fund is part of the larger Institutional Fund for Self-Renewal.

NEH Senior Scholars' Seminar: Established by the National Endowment for the Humanities to support the Senior Scholars' Seminar.

Robert Nesto Biology Fund: Created to support travel to scientific meetings by biology students.

John P. O'Leary Jr. and Pamela O'Leary Endowed Fund: Created for the management department to be used for discretionary purposes.

One in a Mission Program Fund: Created by the Central Pennsylvania Synod to provide additional endowment funds to enhance the church-related mission of the College.

Edred J. and Ruth Pennell Trust Foundation: Created to purchase new materials in the fields of political science, management, and economics.

Political Science Research/Development: Established by Elmer Plischke to assist faculty in the political science department in research activities.

Dr. and Mrs. William F. Railing Fund for Faculty-Student Research in Economics: Established by Dr. and Mrs. William F. Railing, to provide competitively awarded grants to support opportunities for promising and talented students to work collaboratively with members of the faculty conducting research in economics.

Paul H. Rhoads Teaching and Professional Development Fund: Established by Paul H. Rhoads, Gettysburg College, and others to support scholarly research, professional development, or the improvement of undergraduate instruction by the College's faculty.

Norman F. Richardson Memorial Lectureship Fund: Created to support an annual event that stimulates reflection on interdisciplinary studies, world civilization, the philosophy of religion, values, and culture.

Louis and Claudia Schatanoff Library Fund: Created to support the purchase of books and other publications for the chemistry library at the College.

Henry M. Scharf Lecture Fund: Created by Dr. F. William Sunderman (1919) in memory of Henry M. Scharf, to establish a lectureship on current affairs.

J. Douglas Shand Fund for Faculty-Student Summer Research in Psychology: Created to support opportunities for promising and talented students to work collaboratively with faculty members who are conducting research in psychology. Grants provide stipends to support students working on research projects that primarily occur in the summer.

Jack Shand Psychology Research Fund: Created to provide financial support of seniors registered for honors research in the psychology department.

James A. Singmaster (1898) Fund for Chemistry: Established by Mrs. James A. Singmaster in memory of her husband, to be used for the purchase of library materials in chemistry or related areas.

Dr. Kenneth L. Smoke Memorial Trust Fund: Created to honor the man who in 1946 established the department of psychology at Gettysburg College and served as its chair until his death in 1970. Used in part by the College library to purchase library resources in the field of psychology and in part by the psychology department for special departmental needs.

Stoever Alcove Fund: Established by Laura M. Stoever for the support of the library.

J. H. W. Stuckenberg Memorial Lectureship: Created by Mary G. Stuckenberg in memory of her husband, to sponsor lectures in the general area of social ethics.

The Sunderman Chamber Music Foundation of Gettysburg College: Established by F. William Sunderman (1919) to stimulate and further the interest in chamber music at Gettysburg College through the sponsorship of chamber music concerts.

Waltemyer Seminar Room Fund: Established by Carroll W. Royston (1934) and the family and friends of Dr. William C. Waltemyer (1913), former head of the Bible department at the College, to provide furnishings for and to maintain the library in a seminar room in his memory.

Steve Warner Trust Fund: Created for the purpose of expenditures for books, periodicals, microfilm, etc. in the area of Asian Studies for the Musselman Library; to care for and maintain those purchased materials and the Stephen H. Warner papers maintained in Musselman Library's Special Collection at the College; and to support publications derived from the Collection.

The James M. Weaver '64 Fund for Creative Teaching: Established by James M. Weaver '64 to secure and strengthen the quality of teaching at the College by providing financial resources for pedagogical innovation and faculty development.

Donald K. Weiser Book Acquisition Fund: Established in honor of Donald K. Weiser (1924) for the purchase of library books in the field of insurance, management, and business administration.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall): Created by Louisa Paulus.

The Jacob M. and Genevieve J. Yingling Special Collections Endowment: Established by Jacob M. Yingling '52 and Genevieve J. Yingling to support the needs of Special Collections of Musselman Library.

Dr. and Mrs. Jeremiah Zimmerman Fund: Established by Dr. Jeremiah Zimmerman (1873) to create an endowment in support of the annual operating budget of the library.

John B. Zinn Memorial Fund in Admissions: Established in honor of John B. Zinn by friends and former students, to support admissions efforts in fields associated with the healing arts.

John B. Zinn President Discretionary Institutional and Faculty Institutional Development Fund: Established to provide support for research and professional development by Gettysburg College faculty and staff; to support new or experimental academic programs; and to support professional development and research for professors in fields associated with the healing arts.

BOARD OF TRUSTEES

2003-2004 ACADEMIC YEAR

Date in parentheses indicates year of election to the Board of Trustees.

I. Charles Widger (1997), *Chairperson, Managing Partner and Investment Management Consultant, Brinker Capital, Inc., King of Prussia, Pennsylvania*

Gerald G. Garbacz (1995), *Vice Chairperson, Private Investor/Consultant; Former Chairman & CEO, Nashua Corp., Riva, Maryland*

Sherrin H. Baky (1997), *Secretary, Retired Chief Association Officer, Association of Clinical Research Professionals, Radnor, Pennsylvania*

James L. Banks Jr. (2003), *Attorney/Partner, McGuire Woods LLP, McLean, Virginia*

Brian E. Bennett (2002), *Attorney/Partner, Davis Bennett Spiess & Prendergast LLP, Wayne, Pennsylvania*

Stephen G. Bishop (1992), *Associate Vice President for Economic Development and Corporate Relations, University of Illinois, Urbana, Illinois*

Jeffrey M. Blavatt (2000), *Vice President of Operations, A/S/C Corp., Owings Mills, Maryland*

James H. Brennehan (1988), *Retired Vice President, Operations & Planning, Bell Atlantic Enterprises International, Ambler, Pennsylvania*

Karen A. Burdack (2001), *Vice President/International Counsel, Alcon Laboratories, Inc., Fort Worth, Texas*

Charles A. Burton (1996), *President, Montchanin Capital Management, Montchanin, Delaware*

James Corkran (1999), *Retired Partner & Director, Cottman Transmission Systems, Doylestown, Pennsylvania*

Frank A. Delaney IV (2001), *Managing Director, Wagner, Stott, Bear, New York, New York*

Joyce Hamm Elsner (2000), *Musician and volunteer, Hanover, Pennsylvania*

Arthur M. Feldman (1998), *Chair, Department of Medicine, The Jefferson Medical College, Philadelphia, Pennsylvania*

Fred F. Fielding (1998), *Attorney/Senior Partner, Wiley, Rein & Fielding, Washington, D.C.*

A. John Gabig (1996), *Retired Attorney/Member, Miller & Chevalier, Chartered, Williamsburg, Virginia*

Bruce S. Gordon (1988), *President, Retail Markets Group, Verizon, New York, New York*

Andrew F. Gurley (2000), *Managing Director, UBS Paine Webber, New York, New York*

Gordon A. Haaland, *President, Gettysburg College, Gettysburg, Pennsylvania*

Patricia W. Henry (1993), *Senior Associate Director of Athletics, Harvard University, Boston, Massachusetts*

John J. Hewes (2001), *Senior Executive Vice President, MBNA America Bank, Wilmington, Delaware*

Lynn S. Holuba (2003), *Provider Consultant, New Jersey Department of Education, Saddle River, New Jersey*

Sotaro Ishii (1999), *Investment Consultant, Ishii Jimusho, Tokyo, Japan*

John F. Jaeger (1998), *President, DANAC Corporation, Bethesda, Maryland*

MacGregor S. Jones (2000), *Retired President, Mac Jones Ford, Inc., York, Pennsylvania*

Robert H. Joseph Jr. (1998), *Senior Vice President & Chief Financial Officer, Alliance Capital Management Corporation, New York, New York*

J. Michael Kelly (2000), *Chief Operating Officer, AOL, Dulles, Virginia*

Jean Cleveland Kirchhoff (2000), *Retired Account Executive, Lemoyne, Pennsylvania*

David M. LeVan (1994), *Managing Partner, Battlefield Harley Davidson, Gettysburg, Pennsylvania*

John P. O'Leary Jr. (1995), *Senior Vice President, SCA North America, New Brighton, Pennsylvania*

Randolph Rose (1999), *Retired President & CEO, Philips Communication and Security Systems, Lancaster, Pennsylvania*

Jean Deimler Seibert (1998), *Attorney/Partner, Wion, Zulli & Seibert, Harrisburg, Pennsylvania*

Arne Selbyg (1998), *Director, Colleges & Universities Division for Higher Education & Schools, Evangelical Lutheran Church in America, Chicago, Illinois*

Richard D. Shirk (2003), *Retired President & CEO, Cerulean Companies, Blue Cross/Blue Shield of Georgia, Atlanta, Georgia*

Gill M. Taylor-Tyree Sr., M.D. (1995), *Radiologist, Baltimore, Maryland*

Kaysie Uniacke (2003), *Managing Director, Goldman, Sachs & Company, Investment Management Division, Jersey City, New Jersey*

James M. Weaver (2000), *President, Dearden, Maguire, Weaver, & Barrett Inc., West Conshohocken, Pennsylvania*

Debra J. Wolgemuth (2000), *Professor of Genetics & Development, Columbia University, New York, New York*

Ronald H. Yocum (1997), *Retired President & Chief Executive Officer, American Plastics Council, Williamsburg, Michigan*

HONORARY LIFE TRUSTEE

Dates in parentheses indicate years of service.

Lavern H. Brenneman (1962–1974) (1976–1988), *Retired Chair & President, York Shipley, Inc., York, Pennsylvania*

TRUSTEES EMERITI

Charles E. Anderson, Avon, Connecticut

James G. Apple, Lewisburg, Pennsylvania

Henry S. Belber II, Devon, Pennsylvania

Clyde O. Black II, Roaring Spring, Pennsylvania

Margaret Blanchard Curtis, Gettysburg, Pennsylvania

Guy S. Edmiston Jr., Harrisburg, Pennsylvania

William S. Eisenhart Jr., York, Pennsylvania

Henry W. Graybill Jr., Harrisburg, Pennsylvania

Angeline F. Haines, Lutherville, Maryland

Robert D. Hanson, Harrisburg, Pennsylvania

Edwin T. Johnson, Newtown, Pennsylvania

Robert S. Jones Jr., New York, New York

William T. Kirchhoff, Harrisburg, Pennsylvania

Howard J. McCarney, Camp Hill, Pennsylvania

E. James Morton, Boston, Massachusetts

Thomas C. Norris, Spring Grove, Pennsylvania

Paul M. Orso, Millersville, Maryland

Richard Patterson, Wilmington, Delaware

James A. Perrott, Palm Beach Shores, Florida

Paul R. Roedel, Wyomissing, Pennsylvania

Samuel A. Schreckengaust Jr., Lemoyne, Pennsylvania

Frederick H. Settelmeyer, London, England

Arline Shannon, Lititz, Pennsylvania

Donna I. Shavlik, Estes Park, Colorado

Herman G. Stuempfle, Gettysburg, Pennsylvania

James I. Tarman, State College, Pennsylvania

James R. Thomas, Allendale, New Jersey

Barry Wright, Washington, D.C.

Irvin G. Zimmerman, Middleburg, Pennsylvania

FACULTY

(2003–2004 ACADEMIC YEAR)

Emeriti

Dates in parentheses indicate years of service.

Paul Baird (1951–1985), *Professor of Economics, Emeritus*

Neil W. Beach (1960–1993), *Professor of Biology, Emeritus*

Gareth V. Biser (1959–1999), *Professor of Health and Exercise Sciences, Emeritus*

A. Bruce Boenau (1957–1991), *Professor of Political Science, Emeritus*

Lois J. Bowers (1969–1992), *Coordinator of Women's Athletics and Professor of Health and Physical Education, Emerita*

John F. Clarke (1966–1989), *Professor of English, Emeritus*

David J. Cowan (1965–2001), *Professor of Physics, Emeritus*

David L. Crowner (1967–2001), *Professor of German, Emeritus*

Carolyn M. DeSilva (1982–2003), *Professor of Mathematics, Emerita*

Harold A. Dunkelberger (1950–1983), *Professor of Religion, Emeritus*

George H. Fick (1967–1995), *Professor of History, Emeritus*

Kermit H. Finstad (1970–1999), *Professor of Music, Emeritus*

Norman O. Forness (1964–2000), *Professor of History, Emeritus*

Donald H. Fortnum (1965–2000), *Professor of Chemistry, Emeritus*

Lewis B. Frank (1957–1986), *Professor of Psychology, Emeritus*

Robert S. Fredrickson (1969–2002), *Professor of English, Emeritus*

Edwin D. Freed (1948–1951), (1953–1986), *Professor of Religion, Emeritus*

Robert H. Fryling (1947–1950), (1958–1987), *Professor of Mathematics, Emeritus*

R. Michael Gemmill (1958–1999), *Professor of Economics, Emeritus*

Charles H. Glatfelter (1949–1989), *Professor of History, Emeritus*

Gertrude G. Gobbel (1968–1989), *Professor of Psychology, Emerita*

Louis J. Hammann (1956–1997), *Professor of Religion, Emeritus*

J. Richard Haskins (1959–1988), *Professor of Physics, Emeritus*

John T. Held (1960–1988), *Professor of Education, Emeritus*

Caroline M. Hendrickson (1959–1984), *Professor of Spanish, Emerita*

Thomas J. Hendrickson (1960–1988), *Professor of Physics, Emeritus*

Leonard I. Holder (1964–1994), *Professor of Mathematics, Emeritus*

R. Eugene Hummel (1957–1987), *Coach and Professor of Health and Physical Education, Emeritus*

John M. Kellett (1968–1999), *Professor of Mathematics, Emeritus*

Rowland E. Logan (1958–1988), *Professor of Biology, Emerita*

Franklin O. Loveland (1972–1998), *Professor of Sociology and Anthropology, Emeritus*

Fredric Michelman (1973–2000), *Professor of French, Emeritus*

Carey A. Moore (1955–1956), (1959–2000), *Professor of Religion, Emeritus*

Samuel A. Mudd (1958–1964; 1965–1998), *Professor of Psychology, Emeritus*

Norman K. Nunamaker (1963–1997), *Professor of Music, Emeritus*

Robert A. Pitts (1986–2000), *Professor of Management, Emeritus*

William F. Railing (1964–2003), *Professor of Economics, Emeritus*

Ray R. Reider (1962–1998), *Professor of Health and Exercise Sciences, Emeritus*

Russell S. Rosenberger (1956–1981), *Professor of Education, Emeritus*

Alex T. Rowland (1958–2001), *Professor of Chemistry, Emeritus*

Calvin E. Schildknecht (1959–1979), *Professor of Chemistry, Emeritus*

Emile O. Schmidt (1962–1999), *Professor of Theatre Arts, Emeritus*

W. Richard Schubart (1950–1981), *Professor of Philosophy, Emeritus*

Howard Shoemaker (1957–1985), *Professor of Health and Physical Education, Emeritus*

James F. Slaybaugh Jr. (1964–1989), *Professor of Education, Emeritus*

John R. Stemen (1961–1994), *Professor of History, Emeritus*

Mary Margaret Stewart (1959–1996), *Professor of English, Emerita*

Amie G. Tannenbaum (1968–2001), *Professor of French, Emerita*

Robert H. Trone (1956–1997), *Professor of Religion, Emeritus*

Janis Weaner (1957–1985), *Professor of Spanish, Emerita*

Dexter N. Weikel (1962–1988), *Professor of Music, Emeritus*

Robert B. Winans (1987–2003), *Professor of English, Emeritus*

Robert F. Zellner (1968–1998), *Professor of Music, Emeritus*

CURRENT FACULTY

Date in parentheses indicates year of appointment to the faculty.

Tahera Aftab (1997–1998; 2000); *Distinguished Visiting Professor of Women's Studies*; M.A., University of Lucknow, India; Ph.D., University of Karachi

James D. Agard (1982); *Associate Professor of Visual Arts*; B.S., The State University of New York at New Paltz; M.F.A., Rutgers University

Randolph R. Aldinger (1989); *Associate Professor of Physics*; B.S., Arizona State University; Ph.D., University of Texas at Austin

Matthew H. Amster (2002); *Assistant Professor of Anthropology*; B.A., Evergreen State College; M.A., Ph.D., Brandeis University

Lidia Hwa Soon Anchisi (2002); *Assistant Professor of Italian*; A.B., Barnard College, Columbia University; M.A., Ph.D., New York University

Gisela M. Aragón (2002); *Instructor in Spanish*; B.A., Escuela Superior de Lenguas, Córdoba

Charlotte E. S. Armster¹ (1984); *Associate Professor of German and Co-Coordinator of Women's Studies*; B.A., Eastern Michigan University; M.A., Middlebury College; Ph.D., Stanford University

Martha E. Arterberry (1989); *Professor of Psychology*; B.A., Pomona College; Ph.D., University of Minnesota

Talia Baeza (1999–2002; 2003); *Instructor of Spanish*; Bachelor's Equivalency, University of Seville

Bela Bajnok (1993); *Associate Professor of Mathematics*; M.Ed., Eötvös University (Hungary); M.S., Ph.D., Ohio State University

Deborah H. Barnes (1992); *Associate Professor of English*; B.A., Tuskegee Institute; M.A., North Carolina Agriculture & Technical State University; Ph.D., Howard University

Temma F. Berg (1985); *Professor of English and Co-Coordinator of Women's Studies*; B.A., M.A., Ph.D., Temple University

Emelio R. Betances¹ (1991); *Associate Professor of Sociology and Latin American Studies*; B.A., Adelphi University; M.A., Ph.D., Rutgers, The State University of New Jersey

Marie-Jose M. Binet (1988); *Associate Professor of French*; B.A., M.A., University of Florida; Ph.D., Duke University

Michael J. Birkner (1978–1979), (1989); *Professor of History, Benjamin Franklin Chair in the Liberal Arts*; B.A., Gettysburg College; M.A., Ph.D., University of Virginia

Jennifer Collins Bloomquist (2003); *Visiting Scholar in African American Studies*; B.A., Clarion University of Pennsylvania; M.A., Ph.D., State University of New York at Buffalo

Philip Bobko¹ (1997); *Professor of Management and Psychology*; B.S., Massachusetts Institute of

Technology; M.S., Bucknell University; Ph.D., Cornell University

Robert E. Bohrer II (1998); *Assistant Professor of Political Science*; B.S., University of Nebraska at Kearney; Ph.D., Texas A&M University

Gabor S. Boritt (1981); *Robert C. Fluhrer Professor of Civil War Studies*; B.A., Yankton College; M.A., University of South Dakota; Ph.D., Boston University

Robert F. Bornstein (1986); *Professor of Psychology*; B.A., Amherst College; Ph.D., State University of New York at Buffalo

Donald M. Borock (1974); *Associate Professor of Political Science*; B.A., M.A., Ph.D., University of Cincinnati

William D. Bowman (1996); *Associate Professor of History, Department Chairperson*; B.A., University of San Francisco; M.A., Ph.D., Johns Hopkins University

Sally M. Brasher (2003); *Visiting Assistant Professor of History*; B.A., University of Colorado; M.A., Minnesota State University; Ph.D., Catholic University of America

Judith A. Brough (1989); *Professor of Education, Department Chairperson*; B.S., Ed.M., Shippensburg University of Pennsylvania; Ed.D., State University of New York at Buffalo

Ronald D. Burgess (1980); *Professor of Spanish*; B.A., Washburn University of Topeka; M.A., Ph.D., University of Kansas

Dan W. Butin (2001); *Assistant Professor of Education*; B.S., Massachusetts Institute of Technology; M.A., St. John's College; Ph.D., University of Virginia

Leslie Cahoon (1988); *Professor of Classics*; A.B., M.A., Ph.D., University of California, Berkeley

Kathleen M. Cain (1990); *Associate Professor of Psychology*; A.B., College of the Holy Cross; A.M., Ph.D., University of Illinois at Urbana-Champaign

A. Ralph Cavaliere (1966); *Charles H. Graff Professor of Biology*; B.S., M.S., Arizona State University; Ph.D., Duke University

Frank M. Chiteji (1988); *Associate Professor of History*; B.A., University of San Francisco; M.A., Ph.D., Michigan State University

John A. Commito (1993); *Professor of Environmental Studies and Biology*; A.B., Cornell University; Ph.D., Duke University

Mary Deborah Cowan (1989); *Professor of English, M.S. Boyer Chair in Poetry; B.A., Mundelein College; M.A., Western Washington University*

Brett E. Crawford (1998–2000; 2001); *Assistant Professor of Physics; B.S., University of South Carolina; M.S., University of Vermont; M.A., Ph.D., Duke University*

Brendan Cushing-Daniels (2000–2001; 2003); *Assistant Professor of Economics; B.A., University of Notre Dame; M.P.I.A., University of Pittsburgh; Ph.D., University of California, Berkeley*

Nancy K. Cushing-Daniels² (1994); *Associate Professor of Spanish; Chairperson of Interdisciplinary Studies; B.A., Alfred University; M.A., State University of New York at Albany; Ph.D., University of California, Berkeley*

Paul R. D'Agostino (1969); *Professor of Psychology; B.S., Fordham University; M.A., Ph.D., University of Virginia*

Roy A. Dawes (1993); *Associate Professor of Political Science; B.A., University of New Orleans; M.S., Ph.D., Florida State University*

Véronique A. Delesalle (1993); *Associate Professor of Biology, Coordinator of Environmental Studies; B.Sc., M.Sc., McGill University; Ph.D., University of Arizona*

Daniel R. DeNicola (1996); *Provost and Professor of Philosophy; A.B., Ohio University; M.Ed., Ed.D., Harvard University*

Daniel G. Drury¹ (2001); *Assistant Professor of Health and Exercise Sciences, Department Co-Chairperson; B.A., Frostburg State University; M.A., George Washington University; D.P.E., Springfield College*

Elizabeth M. Duquette (2003); *Assistant Professor of English; B.A., Dartmouth College; M.A., Ph.D., New York University*

Eric S. Egge (2000); *Assistant Professor of Mathematics; B.A., Carleton College; M.A., Ph.D., University of Wisconsin, Madison*

Matthew Elliott (2003); *Visiting Instructor of English and African American Studies; B.A., Catholic University of America; M.A., University of Maryland, College Park*

Charles F. Emmons (1974); *Professor of Sociology; B.A., Gannon College; M.A., Ph.D., University of Illinois*

Kay Etheridge (1986); *Associate Professor of Biology; B.S., M.S., Auburn University; Ph.D., University of Florida*

Kristen M. Eysell (2002); *Visiting Assistant Professor of Psychology; B.A., California State University, Fresno; M.A., Ph.D., Pennsylvania State University*

Diego Fasolini (2003); *Lecturer in Italian; B.A., Facolta Teologica dell'Italia Settentrionale, Italy; M.A., University of Wisconsin–Madison*

Christopher R. Fee (1997); *Associate Professor of English; B.A., Baldwin-Wallace College; M.A., Loyola University; M.A., University of Connecticut; Ph.D., University of Glasgow (Scotland)*

Ann Harper Fender (1978); *Professor of Economics; A.B., Randolph Macon Woman's College; Ph.D., Johns Hopkins University*

Rebecca H. Fincher-Kiefer (1988); *Associate Professor of Psychology, Department Chairperson; B.S., Washington College; M.S., Ph.D., University of Pittsburgh*

David E. Flesner (1971); *Associate Professor of Mathematics, Department Chairperson; A.B., Wittenberg University; A.M., Ph.D., University of Michigan*

Jean W. Fletcher (1986); *Associate Professor of Economics, Department Chairperson; B.S., University of Missouri; A.M., Ph.D., Washington University*

Audias Flores-Ocampo (1996–2002; 2003); *Lecturer in Spanish; Master's Equivalency, Escuela Normal Superior in Morelos*

Suzanne Johnson Flynn (1990); *Associate Professor of English; B.A., State University of New York at Stony Brook; M.A., Ph.D., University of Virginia*

Peter P. Fong (1994); *Associate Professor of Biology; A.B., University of California, Berkeley; M.A., San Francisco State University; Ph.D., University of California, Santa Cruz*

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Cyndy M. Phillips; *Adjunct Instructor in English*; B.A., University of Miami; M.A., Humboldt State University (California)

William F. Pore; *Adjunct Instructor of History*; B.A., Washington and Jefferson College; M.A., Columbia University; M.I.P.P., Johns Hopkins University

Daniel P. Predecki; *Laboratory Instructor in Chemistry*; B.S., Colorado State University; Ph.D., Wake Forest University

Phyllis Price; *Laboratory Instructor II in Biology*; B.A., Gettysburg College

James G. Ramos; *Adjunct Instructor in Visual Arts*; B.S., M.Ed., Pennsylvania State University

Pamela J. Rosenberg; *Adjunct Associate Professor of Sociology*; B.A., Beloit College; M.A., University of New Hampshire; Ph.D., Cornell University

Gerald E. Royals; *Adjunct Instructor of Health and Exercise Sciences*; B.A., Gettysburg College; M.S., George Washington University

James Ryan; *Adjunct Assistant Professor of Music*; B.Mus., East Carolina University; M.Mus., Peabody Institute; D.M.A., Catholic University of America

Charles Saltzman; *Adjunct Instructor in English*; A.B., Harvard College; M.A.T., Harvard Graduate School of Education

James Schafer; *Adjunct Instructor in Education*; B.A., Wake Forest College; M.A., University of Maryland

Stephanie A. Sellers; *Adjunct Instructor in English*; B.A., American University; M.F.A., Goddard College

Andrew G. Shaw; *Adjunct Assistant Professor of Visual Arts*; B.A., Kenyon College; M.F.A., New York State College of Ceramics at Alfred University

Vanessa Rickert Shenk; *Adjunct Instructor of Music*; B.S., Pennsylvania State University; M.M., Peabody Conservatory

Allison C. Singley; *Adjunct Instructor in English*; B.A., University of Pennsylvania; M.A., University of Connecticut

Wayne A. Slaughter; *Adjunct Assistant Professor of Political Science*; B.A., University of Colorado at Boulder; M.A., Ph.D., University of Illinois at Chicago

Barbara Streeter; *Adjunct Instructor in Health and Exercise Sciences*; B.A., Lebanon Valley College

Webster G. Tarpley; *Adjunct Instructor of History*; A.B., Princeton University; M.A., Skidmore College

Daniel E. Terlizzi; *Adjunct Professor of Environmental Studies*; B.S., St. Mary's College of Maryland; M.S., Ph.D., University of Maryland

Rebecca Wareham; *Adjunct Instructor of Music*; B.S., Indiana University of Pennsylvania

Kenneth C. Washinger; *Adjunct Assistant Professor of Mathematics*; B.S., Shippensburg University of Pennsylvania; M.Ed., Pennsylvania State University; Ed.D., Rutgers University

Ronald J. Webb; *Adjunct Professor of Management*; B.A., Wheaton College; M.B.A., D.B.A., University of Maryland, College Park

Sarah Wetherbee; *Adjunct Assistant Professor of Music*; B.M., Curtis Institute of Music; D.M.A., Peabody Conservatory

Robert B. Winans; *Adjunct Professor of African American Studies*; B.A., Cornell University; M.A., Ph.D., New York University

Helen J. Winkelmann; *Senior Laboratory Instructor in Biology*; B.A., Notre Dame College of Staten Island; M.S., University of Michigan

John Winship; *Adjunct Instructor in Visual Arts*; B.A., Middlebury College

Jo Ann K. Zeman; *Laboratory Instructor II in Biology*; B.A., Western Maryland College

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ADMINISTRATION

(2003–2004 ACADEMIC YEAR)

Emeriti

Date in parentheses indicate years of service.

Jay P. Brown (1947–1988), *Bursar, Emeritus*

Mary G. Burel (1970–1986), *Librarian, Emerita*

Roland E. Hansen (1973–1989), *Business Manager, Emeritus*

Robert B. Kenworthy (1959–1999), *Director of Sports Information, Emeritus*

Nancy C. Locher (1968–1989), *Dean of Student Advisement, Emerita*

Karl J. Mattson (1977–2001), *Director of the Center for Public Service, Emeritus*

Edward F. McManness (1970–1988), *Director of the College Union, Emeritus*

Anna Jane Moyer (1961–2000), *Librarian, Emerita*

Robert C. Nordvall (1972–2002), *Dean of First-Year Students, Emeritus*

James H. Richards Jr. (1974–1983), *Librarian Emeritus*

Robert D. Smith (1959–1999), *Director of Alumni Relations, Emeritus*

Frank B. Williams (1966–1993), *Dean of Student Life and Educational Services, Emeritus*

Richard K. Wood (1969–1990), *Director of Academic Computing, Emeritus*

Office of the President

Gordon A. Haaland (1990); *President and Professor of Psychology*; A.B., Wheaton College; Ph.D., State University of New York at Buffalo

Rhonda Good (2001); *Executive Assistant to the President*; B.A., Millersville University

Sherry Heflin (2001); *Program Director of the Gettysburg Leadership Experience and Coordinator of the Eisenhower Institute*

Dana Scaduto (2001); *General Counsel*; A.B., Purdue University; J.D., Indiana University

Cathy W. Staneck (1989); *Assistant to the President*; B.A., Gettysburg College

Provost

Daniel R. DeNicola (1996); *Provost and Professor of Philosophy*; A.B., Ohio University; M.Ed., Ed.D., Harvard University

Greg Anderson (1994); *Assistant Director of the Advancing Science Program, Biology*; B.S., St. Bonaventure University, Teacher Certification, Daemen College

Teresa Amott (2000); *Vice Provost*; B.A., Smith College; Ph.D., Boston College

Martha E. Arterberry (1989); *Assistant Provost*; B.A., Pomona College; Ph.D., University of Minnesota

Rebecca A. Bergren (1997); *Director of Off-Campus Studies*; B.A., M.P.S., Alfred University

G. Ronald Couchman (1967); *Registrar*; B.A., Gettysburg College

Tina M. Grim (1980); *Program Manager, Civil War Institute*

Barbara J. Herman (1975); *Executive Assistant to the Provost*

Ronald D. Miller (1993); *Director of Field Experiences*; B.S., Shippensburg University; M.Ed., Penn State University

Jack W. Sipe (1998); *Teacher Specialist*; B.S., Millersville University; M.S., Shippensburg University

Glenn Snyder (1992); *Research Associate/Programmer, Physics*; B.S., Case Institute of Technology; Ph.D., Case Western Reserve University

Mary Waltz; *Manager of Registrar's IS*

Academic Advising

GailAnn Rickert (1997); *Dean of Academic Advising*; B.A., Dickinson College; M.A., University of Oxford; Ph.D., Harvard University

Maureen E. Forrestal (2002); *Assistant Dean of Academic Advising and Director of External Fellowships*; B.A., Marist College; M.A., Ohio State University; Ph.D., Syracuse University

Anne B. Lane (1989); *Associate Dean of Academic Advising*; B.A., Elizabethtown College; M.A., University of Iowa

Gettysburg Review

Peter Stitt (1986); *Editor, Professor of English*; B.A., M.A., University of Minnesota; Ph.D., University of North Carolina–Chapel Hill

Mark S. Drew (1998); *Assistant Editor*; B.A., Kent College; M.F.A., University of Alabama

Melinda Wilson; *Managing Editor*; B.A., University of Louisiana, Monroe; M.F.A., University of Alabama

Information Technology and Computing

David Steinour (1999); *Vice Provost for IT*; B.S., Mount Saint Mary's

Mark A. Albert (1998); *Web Programmer/Analyst*; B.A., Shippensburg University

John C. Baker (1998); *System Analyst*; B.A., Geneva College; M.S., Shippensburg University

Lisa Becker (2001); *MIS Programmer/Analyst (Ancillary System)*; A.A., York College

Sharon Birch; *Director of Instructional Technology*; B.A., Southwestern University at Georgetown; M.A., Bowling Green State University; Ph.D., Bowling Green State University

John Duffy (2001); *CNAV Admin/Systems Analyst*; B.A., Wesleyan University; M.A., Brown University; Ph.D., Boston University

Richard J. Fawley (1995); *Network Operator/Computer Lab Specialist*

Michael B. Hayden (1996); *Director of Infrastructure and Operations*; B.S.E.E., University of Maryland at College Park

David Heinzlmann; *Computer Systems Administrator*; A.A., DeVry Technical Institute

Marianne Kingston (2001); *Director of Computing Services*

David Kline (1999); *Systems Analyst*; B.S., M.B.A., Frostburg State University

Stephan Lewis (1999); *Director of MIS*; B.S., Penn State University; M.S., Troy State University

Eric Markle (2001); *Webmaster*; B.S., York College

Gary Millburn (1999); *Systems Analyst*; B.S., University of Southern Florida

David Nettekoven; *Systems Analyst*; B.S., Indiana University

David Rice (1999); *Systems Analyst*; B.S., Shippensburg University

Amy Riley (1999); *UNIX/NT Systems Administrator*; B.S., University of Washington; M.S., Johns Hopkins University

James Riley (1999); *MIS DBA & Systems Analyst*; B.S., University of Maryland

Patricia Rollins (2001); *Manager of Telecommunications*

James Rutkowski (2001); *Instructional Technologist*; B.S., Towson University; M.A., UMBC

William P. Wilson (1979); *Director of Web Technology*; B.A., Gettysburg College; M.A., Ph.D., University of Connecticut

Eric J. Yurick (1995); *Internet Services Specialist*; B.S., M.S., Shippensburg University

Musselman Library

Robin Wagner (1995); *Director of Library Services*; B.A., Dickinson College; M.L.S., University of Kentucky; M.A., Dartmouth College

Christine Ameduri (1999); *Processing Reference Archivist*; B.A., Shippensburg University; M.A., Penn State University; M.S.L.S., Clarion University

Kathleen D'Angelo (2001); *Serials/Acquisitions Librarian*; B.A., University of North Carolina; M.L.S., University of North Carolina

Sidney G. Dreese (1995); *Reference/Instructional Librarian*; B.A., Clarion University; M.S., Drexel University

Katherine Downton (2002); *Reference/Instruction Librarian*; B.A., University of Colorado; M.S., University of Illinois

Karen Drickamer (1999); *Archivist/Special Collections Librarian*; B.A., North Adams State College, MA; M.L.S., State University of New York-Albany

Cynthia Gibbon (2001); *Reference/Instruction Librarian*; B.A., Slippery Rock University; Teacher Certification in Secondary English, Indiana University of Pennsylvania; M.L.A., Western Maryland College

Alice Huff (2003); *Programmer/Analyst*

Amrita McKinney (2001); *Head of Technical Services*; B.S., Northern Arizona University; M.L.S., Louisiana State University

Kerri Odess-Harnish (2002); *Reference/Instruction Librarian*; B.A., University of Puget Sound; M.S.L.S., University of North Carolina

Donna Skekel (2002); *Serials Cataloging Manager*; B.S., University of Maryland; M.L.S., University of Wisconsin

Janelle Wertzberger (1997); *Head of Reference/Instructional Librarian*; B.A., Southwestern University; M.A., University of Florida; M.L.I.S., University of Texas at Austin

College Life

Julie L. Ramsey (1981); *Vice President for College Life and Dean of Students*; B.A., Denison University; M.A., Indiana University

Loretta W. Hylton (1989); *Executive Assistant to the Vice President for College Life and Dean of Students*

Thomas Mottola (1998); *Associate Dean of College Life*; B.A., Georgetown University; M.E.D., Harvard University

Margaret-Ann Radford-Wedemeyer (1986); *Associate Dean of College Life*; B.A., Texas Women's University; M.A., Hood College

Sue Plank (2002); *Manager of Ancillary IS and Campus Community*

Center for Career Development

Kathleen L. Williams (1998); *Director of the Center for Career Development*; B.A., Albion College; M.A., Western Michigan University

Lorie Davis (2001); *Career Counselor*; B.S., Kutztown University; M.A., Shippensburg University

Kathleen Regentin (2001); *Associate Director of the Center for Career Development*; B.S., Radford University; M.S., Shippensburg University

Center for Public Service

Julia Reed (2001); *Director*; B.A., M.S.S.W., University of Wisconsin

Gretchen Natter (1998); *Associate Director for the Center for Public Service*; B.S., Baldwin Wallace

Chaplain

Rev. Joseph A. Donnelly II (1997); *Chaplain*; B.A., Duquesne University; M.Div., Lutheran School of Theology, Chicago

Josephine Bailey Freund (1991); *College Organist, Adjunct Instructor in Music*; B.S., John Hopkins University; B.Mus., M.Mus., Peabody Conservatory

Counseling Services

William H. Jones (1964); *Coordinator of Counseling*; B.A., Eastern Nazarene College; M.A., University of Wisconsin; Ed.D., Boston University

Shirley S. Armstrong (1995); *Counselor*; B.A., Gettysburg College; M.A., Shippensburg University

Harriet Barriga Marritz (1989); *Counselor, Drug Education Coordinator*; B.A., Lafayette College; M.S., Millersville University of Pennsylvania

Frances F. Parker (1980); *Associate Coordinator of Counseling*; B.A., M.A., University of Kentucky

Experiential Education

John E. Regentin (1995); *Director of Experiential Education*; B.S., M.S., Radford University

Darcy Turner (2003); *Assistant Director of Experiential Education*; B.A., Colgate University; M.S.Ed., University of Pennsylvania

Health Services

Frederick Kinsella (1990); *Nurse Practitioner and Director of Student Health Services*; B.S., Wagner College; M.S., Wagner College; Post-Master's Certificate, University of Virginia

Janice Onieal (1997); *Nurse Practitioner*; B.A., B.S.N., Jersey City State College; M.S.N., Seton Hall University

Intercultural Advancement

H. Pete Curry (1997); *Dean of Intercultural Resource Center*; B.A., Baldwin Wallace College; M.A., Bowling Green State University

Sylvia Asante (2002); *Assistant Director of the Intercultural Resource Center*; B.A., Gettysburg College

Yukiko K. Niiro (1986); *Counselor, Intercultural Resources Center*; B.A., M.A., University of Hawaii

Judicial Affairs

Jeff Foster (2002); *Director of Judicial Affairs*; B.S., M.A., Indiana University of Pennsylvania

Office of Greek Organizations

Dennis M. Murphy (1990); *Assistant Dean of the College and Director of Greek Organizations*; B.A., Saint Francis College (Pennsylvania); M.S., Shippensburg University of Pennsylvania; Ed.D., Indiana University

Residence Life

Jim Wiltgen (2001); *Director of Residence Life*; B.A., Loras College; M.Ed., Arizona State University

Andrea Flagg (2002); *Area Manager*; B.A., Macon College; M.S., Indiana University

Brandon Ice (2002); *Area Manager*; B.S., Indiana University

Jeff Terpstra (2001); *Area Manager*; B.S., Calvin College; M.A., Geneva College

Safety and Security Services

William Lafferty (2000); *Director of Security Services*; B.A., Eastern College; M.S., Villanova University

David Taylor (1999); *Associate Director of Campus Safety*; A.A., Harrisburg Area Community College

Student Activities

S. Mark Sikes (1999); *Director of Student Activities*; B.A., University of South Carolina; M.Ed., Virginia Tech

Karen Boss (2003); *Associate Director of Student Activities*; B.A., Simmons College; M.A., University of Maryland

College Relations

Lex O. McMillan, III (1993); *Vice President for College Relations*; B.A., Washington & Lee University; M.A., Georgia State University; Ph.D., University of Notre Dame

Susanne Shaw (2001); *Associate Vice President for Annual Funds and Advancement Services*; B.A., Regis College

Advancement Services

Alan J. Hejnal (2001); *Director of Advancement Services*; B.A., Hobart College; M.A., University of Michigan; M.A., School of Theology at Claremont

Diana Snell (2000); *Assistant Director of Advancement Services*

Alumni Relations

Joseph Lynch (2000); *Director of Alumni Relations*; B.A., Gettysburg College

Katherine Casey (2000); *Associate Director of Alumni Relations*; B.S.E., Millersville University

Charles Dittrich (2002); *Assistant Director of Alumni Relations*; B.A., Gettysburg College

Annual Giving

Amy Boeke (2003); *Director of Annual Giving*; B.A., University of Redlands

Lara Baadte (2003); *Assistant Director of Annual Giving*; B.A., Mary Washington College

Jennifer Nesbit (2001); *Associate Director of Annual Giving*; B.A., Gettysburg College

Richard Keplinger (2002); *Annual Giving Officer*; B.S., Shepherd College

Camilla Rawleigh (1999); *Executive Director of the Orange & Blue Club*; B.A., University of North Carolina

Capital Giving

Christine A. Benecke (1992); *Manager of Research*; B.Hum., Penn State University

Donald R. Cooney (1995); *Associate Vice President for Development*; B.A., Gettysburg College

Elizabeth Dahmus (2000); *Director of Planned Giving*; B.S., Penn State University; M.P.A., Penn State University

Jeanne deBrun Duffy (1999); *Director of Foundation and Corporate Support*; B.A., Gettysburg College; Ph.D., Brown University

Jean S. LeGros (1978–1988), (1991); *Associate Director of Capital Giving*; B.A., Gettysburg College

Janet Wiley Mulderrig (1999); *Director of Major Gifts*; B.A., Gettysburg College

Jeffrey Pierce (2000); *Capital Gifts Officer*; B.S., Towson State University

Jean Straub (2000); *Capital Gifts Officer*; B.S., Lamar University

Karen Weiss (1999); *Capital Gifts Officer*; B.A., West Chester University

Public Relations

Patricia A. Lawson (1999); *Associate Vice President for Communications and Public Relations*; B.A., Eastern Connecticut State College; M.S., Syracuse University

Arwen Bartholomew (2002); *Graphic Designer*; B.F.A., University of Illinois

Matthew G. Daskivich (1999); *Sports Information Director*; B.S., Muhlenberg College; M.A.M., University of Virginia

James Hale (2000); *Staff Writer*; B.A., Valparaiso University

Steven Westfall (2000); *Graphic Designer*; B.F.A., Maine College of Art

Jerold Wikoff (1985); *College Editor, Director of Publications and New Media*; B.A., M.A., Ph.D., Stanford University

Enrollment and Educational Services

Barbara Fritze (2001); *Vice President of Enrollment and Educational Services*; B.A., Beaver College; M.S., Drexel University

Admissions

Gail Swezey (1983); *Director of Admissions*; B.A., Allegheny College

Leigh Anne Bennett (2000); *Assistant Director of Admissions*; B.A., Colgate University

Daniel A. Dundon (1972); *Senior Associate Director of Admissions*; B.A., State University of New York at Buffalo; M.A., Eastern Michigan University

Darryl W. Jones (1985); *Senior Associate Director of Admissions*; B.A., Pennsylvania State University

Sarah Kotlinski (2000); *Associate Director of Admissions & Coordinator of Technical Operations*; B.A., Susquehanna University

Paul Redfern (2002); *Assistant Director of Admissions*; B.A., Gettysburg College

Joseph C. Sharrah (1996); *Admissions Counselor*; B.A., Gettysburg College; M.B.A., Shippensburg University

Courtney Wege (2001); *Assistant Director of Admissions*; B.A., Gettysburg College

Mary Wilkes (2000); *Assistant Director of Admissions*; B.A., Gettysburg College

Bryan Zerbe (2002); *Associate Director of Admissions*; B.A., Gettysburg College; M.B.A., Boston College

Institutional Analysis

Salvatore Ciolino (1971); *Associate Dean of Enrollment and Educational Services*; B.A., State University of New York at Geneseo; M.S., State University of New York at Albany; Ed.D., Nova University

Ronald L. Shunk (1983); *Assistant Dean of Institutional Analysis/Financial Aid*; B.A., M.Ed., Pennsylvania State University

Intercollegiate Athletics

David W. Wright (1986); *Director of Athletics*; B.S., State University of New York at Cortland; M.A., Brigham Young University

John W. Campo (1985); *Head Coach/Baseball, Assistant Coach/Football*; B.S., University of

Delaware; M.S., Queens College of the City University of New York

Carol D. Cantele (1992); *Senior Women's Athletic Administrator, Head Coach/Women's Lacrosse*; B.A., Gettysburg College; M.A., Miami University at Oxford

Michael P. Cantele (1990); *Associate Director of Athletic Training*; B.A., Gettysburg College; M.S., Old Dominion University

Robert T. Condon (1993); *Head Coach/Men's and Women's Cross Country, Head Coach/Track and Field*; B.A., Olivet College; M.Ed., Miami University at Oxford

Troy A. Dell (1995); *Head Wrestling Coach/Strength & Conditioning Coach*; B.A., Gettysburg College

Joseph D. Donolli (1971); *Head Athletic Trainer*; B.S., University of Delaware; M.Ed., Temple University

Henry Janczyk (1987); *Head Coach/Men's Lacrosse*; B.A., Hobart College; M.A., Albany State University

Barbara Jordan (2002); *Head Field Hockey/Assistant Women's Lacrosse Coach*; B.S., Penn State University

Alexa Keckler (2003); *Director of Campus Recreation*; B.S., Trevecca Nazarene University; M.S., Frostburg State University

Kimberly A. Kelly (1992); *Head Volleyball Coach/Assistant Softball Coach*; B.S., Gettysburg College

Michael T. Kirkpatrick (1989); *Head Coach/Women's Basketball, Head Coach/Softball*; A.A., Community College of Allegheny, Boyce Campus; B.S., University of Pittsburgh at Johnstown

Kerry McKnight (2002); *Assistant Athletic Trainer*; B.S., Slippery Rock University; M.Ed., Old Dominion University

Devin O'Neill (2003); *Head Men's Soccer Coach/Assistant Men's and Women's Tennis Coach*; B.S., Middlebury College; M.Ed., Springfield College

George R. Petrie (1989); *Head Coach/Men's Basketball, Co-Head Coach/Golf*; B.A., Lebanon Valley College; M.Ed., University of Utah

Michael K. Rawleigh (1985); *Head Coach/Men's and Women's Swimming, Aquatics Director*; B.A., University of North Carolina at Chapel Hill; M.S., Western Maryland College

John F. Schmid (1990); *Assistant Coach/Football, Assistant Coach/Track and Field*; B.S., Ursinus College

Barry H. Streeter (1975); *Head Coach/Football*; B.A., Lebanon Valley College; M.S., University of Delaware

Todd D. Wawrousek (1990); *Head Coach/Women's Soccer, Assistant Tennis Coach*; B.S., University of Pittsburgh; M.Ed., Alfred University

Intercollegiate Athletics/Part-Time Coaches

Kenneth Armacost (1996); *Assistant Coach/Volleyball*; B.A., Indiana University of Pennsylvania; M.S., Western Maryland College

Robert Campbell (2000); *Assistant Coach/Football*; B.S., Penn State University; M.S., SUNY at Cortland

David Gorman (2001); *Assistant Coach/Men's and Women's Cross Country/Track and Field*; B.S., West Chester University

Thomas Gratto (2002); *Assistant Coach/Wrestling*; B.A., Lehigh University

Vincent Hall (2002); *Assistant Coach/Football*; B.S., Shippensburg University

Nicklas Hostetter (2003); *Assistant Coach/Women's Soccer*

Darrel Keckler (2003); *Graduate Assistant/Men's Basketball*; B.A., Trevecca Nazarene University

Brett Kelly (2003); *Assistant Coach/Men's Soccer*; B.A., Gettysburg College

Jennifer Lindner (2003); *Graduate Assistant/Field Hockey and Women's Lacrosse*; B.A., Franklin & Marshall College

Matt McGinnis (2003); *Assistant Coach/Men's Lacrosse*; B.S., Salisbury State University; M.A., Wilmington College

Ryan McNamee (2003); *Assistant Coach/Football and Baseball*; B.A., Gettysburg College; M.A., Adams State College

Dave Neff (1998); *Assistant Coach/Women's Basketball*

Michael Plantholt (2002); *Graduate Assistant/Men's Lacrosse*; B.A., Gettysburg College

William Pfitzinger (1999); *Head Coach/Men's and Women's Tennis*; B.A., Roanoke College

Camilla Rawleigh (1989); *Assistant Coach/Men's & Women's Swimming*; B.A., University of North Carolina at Chapel Hill

Thomas Rebholtz (2003); *Graduate Assistant/Football*; B.S., Indiana University of Pennsylvania

Steve Reider (2002); *Assistant Coach/Baseball*; B.A., Dickinson College

Michael Reno (2003); *Graduate Assistant/Campus Recreation*; B.S., University of Scranton

Lee Rentzel (1991); *Assistant Coach/Baseball*; B.A., Penn State University; M.A., Western Maryland College

Anne Schenck (2002); *Graduate Assistant/Cross Country/Track and Field*; B.A., Gettysburg College

Aubrey Shenk (1984); *Assistant Coach/Men's & Women's Cross Country/Field Hockey*

Joseph Yeck (1999); *Assistant Coach/Men's Basketball*; B.S., Temple University; M.A., University of Maryland

Trevor Zeiders (2001); *Assistant Coach/Football*; B.S., West Virginia University

Student Financial Aid

Timothy Opgenorth (2002); *Director of Financial Aid*; B.S., M.Ed., Carroll College

Christine L. Gormley (1994); *Associate Director of Financial Aid/Coordinator of Technical Operations*; B.A., Western Maryland College

Christina Richardson (2001); *Associate Director of Financial Aid*; B.A., Bloomsburg University; M.A., Binghamton University

Jean Riley (2000); *Assistant Director of Financial Aid*; B.A., Gettysburg College

Finance and Administration

Jennie L. Mingoelli (1993); *Vice President for Finance and Administration/Treasurer*; B.A., Stetson University; M.A., Ph.D., Syracuse University

Peter C. North (1992); *Director of Auxiliary and Campus Food Services*; B.S., B.A., Slippery Rock University

John R. Shaddock (2000); *President & CEO, Shared Services Consortium*; B.S., University of Maryland; M.S., Troy State University

Budget and Planning Office

Ana Crider (2000); *Director of Planning and Administration & Associate Treasurer*; B.S., B.A., Indiana University

Christine Zuber (2000); *Assistant Director of Budget*; B.S., Bloomsburg University

College Bookstore

Kimberly L. Wolf (1991); *Director, College Bookstore*

Dining Services

John V. Myers (1978); *Director of Dining Services;* B.S., University of Scranton

Dean Anthony (2003); *Lead Catering Manager*

Mike Bishop (2000); *College Union Food Service Manager;* B.S., Shepard College

Gary Brautigam (2002); *Assistant Director of Dining Programs;* Educational Institute of the American Culinary Federation, National Apprenticeship Program

Deb Hydock (1988); *Assistant Director of Board and Cash Operations;* B.S., M.B.A., Mount St. Mary's College

Chuck Lovett (2002); *Purchasing Manager;* B.S., St. Francis University

Alice O'Brien (2003); *Catering Manager;* A.A., International Fine Arts College (Miami, Florida)

Chris Rinehart (1994); *Executive Chef*

Facilities Services

Ken Shultes (2000); *Director of Facilities Services;* B.A., Dickinson College

Larry Eighmy (1998); *Director of Facilities Management Services;* B.A., Middlebury College

William Baldwin (1989); *Building Trades Manager*

James R. Biesecker (1983); *Associate Director of Facilities Services;* B.S., Mt. St. Mary's College

Margaret Baldwin (2000); *Conference and Event Manager;* B.S., Shippensburg University

Robert Butch (1999); *Special Assistant to the Director of Facilities Management Services;* B.A., Swarthmore College

Roger Heyser (1984); *Manager, Energy & HVAC;* Gateway Technical Institute

Randy Nenninger (1997); *Manager, Grounds and Landscape Services;* Associate in Forestry, Penn State University

David M. Swisher II (1970); *Associate Director of Facilities Services*

Financial Services

Ellen M. McCarthy (1999); *Director of Finance & Associate Treasurer;* C.P.A.; B.A., Stonehill College

Christine M. Hartman (2003); *Controller;* B.S., Shippensburg University

Wendy Quinley (1999); *Manager of Student Accounts;* B.A., Western Maryland College; M.B.A., Mount St. Mary's College

Heather Pierre (2003); *Manager of Financial Information Systems;* B.S., Shippensburg University

Pat Verderosa (2003); *Assistant Director of Procurement Services;* B.A., Western Maryland College

Human Resources and Risk Management

Jane D. North (1992); *Director of Human Resources and Risk Management;* B.S., Miami University at Oxford

Regina Campo (1994); *Assistant Director of Human Resources;* B.S., Millersville University

Melissa A. Grimsley (1988); *Manager of HRIS System*

Jennifer Lucas (1999); *Assistant Director of Human Resources;* B.S., Penn State University

Jennifer T. Robertson (1995); *Associate Director of Human Resources;* B.S., James Madison University

William Shoemaker (2002); *Chemical Hygiene Officer;* B.S., Gettysburg College

Majestic Theater

Jeffrey Gabel (2003); *Executive Director of Majestic Theater;* B.A., Mansfield University

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Students and Employees with Disabilities

Coordinator of Access Policies

Jane D. North, *Director of Human Resources*

Gettysburg College—Calendar for 2004–2005

FALL SEMESTER, 2004

August 26–29, Thursday–Sunday	Orientation
August 29, Sunday	Registration
August 30, Monday	Classes begin
September 24–26, Friday–Sunday	Alumni Homecoming
October 4–5, Monday–Tuesday	Reading days
October 22, Friday	Mid-semester reports due
October 22, Friday	Fall Honors Day
October 22–24, Friday–Sunday	Family Weekend
November 11, Thursday, 11:30 a.m.	Fall Convocation
November 23, Tuesday, 5:00 p.m.	Thanksgiving recess begins
November 29, Monday, 8:00 a.m.	Thanksgiving recess ends
December 10, Friday	Last day of classes
December 11–12, Saturday–Sunday	Reading days
December 13–15, Monday–Wednesday	Final examinations
December 16, Thursday	Reading day
December 17–18, Friday–Saturday	Final examinations
December 20, Monday	All grades due

SPRING SEMESTER, 2005

January 12, Wednesday	Registration adjustments
January 13, Thursday	Classes begin (Follow Monday schedule)
February 18, Friday	Reading day
March 11, Friday	Mid-semester reports due
March 18, Friday, 5:00 p.m.	Spring recess begins
March 29, Tuesday, 8:00 a.m.	Spring recess ends
April 16, Saturday	Get-Acquainted Day
April 29, Friday	Last day of classes
April 30–May 1, Saturday–Sunday	Reading days
May 2–4, Monday–Wednesday	Final examinations
May 5, Thursday	Reading day
May 6–7, Friday–Saturday	Final examinations
May 9, Monday	All grades due
May 14, Saturday	Spring Honors Day
May 14–15, Saturday–Sunday	Baccalaureate and Commencement Weekend
June 2–5, Thursday–Sunday	Alumni College and Reunion Weekend

It is the policy of Gettysburg College not to discriminate improperly against any matriculated student, employee or prospective employee on account of age, race, color, religion, ethnic or national origin, gender, sexual orientation, or being differently abled. Such policy is in compliance with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations. Inquiries concerning the application of any of these laws may be directed to the Affirmative Action Officer at the College or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. for laws, such as Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, administered by that department.

Gettysburg College is accredited by the Middle States Association of Colleges and Secondary Schools.

